

# BOSTON COLLEGE BULLETIN



## UNIVERSITY GENERAL CATALOGUE

1969-1970

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CHESTNUT HILL, MASSACHUSETTS

## BOSTON COLLEGE BULLETIN

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  - No. 2—February - Summer Session
  - No. 3—April - Graduate School of Arts and Sciences
  - No. 4—May - Graduate School of Business Administration
  - No. 5—July - School of Nursing
  - No. 6—August - Evening College of Arts, Sciences and Business  
Administration
  - No. 7—August - Graduate School of Social Work
  - No. 8—August - College of Business Administration
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# The Boston College Bulletin



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## UNIVERSITY CALENDAR OF REGISTRATION

1970

## SPRING TERM

Jan.	5- 8	Semester Registration: School of Management—Graduate
Jan.	12-23	Semester Registration: Evening College of Arts, Sciences and Business Administration
Jan.	12-16	Semester Registration: College of Arts and Sciences, Schools of Education, Nursing, and Graduate School of Social Work
Jan.	13-16	Semester Registration: School of Management—Undergraduate
Jan.	21-23	Semester Registration: Law School and Graduate School of Arts and Sciences
Jan.	26	Semester Begins: All Divisions of the University
June	8	University Commencement

## SUMMER SESSION

June	15	Summer Term Begins: School of Management—Graduate Division
June	25, 26, 29	Registration: Summer Session
June	29	Summer Session Begins
Aug.	6	Examination Period: School of Management—Graduate Division
Aug.	7	Summer Session Ends

## FALL TERM

Sept.	8-18	Semester Registration: Evening College of Arts, Sciences and Business Administration
Sept.	9-11	Semester Registration: School of Management—Graduate
Sept.	11	Semester Registration: Law School
Sept.	14-18	Semester Registration: College of Arts and Sciences, School of Management—Undergraduate, Education and Nursing
Sept.	15-18	Semester Registration: Graduate School of Arts and Sciences
Sept.	17, 18	Semester Registration: Graduate School of Social Work
Sept.	21	Semester Begins: All Divisions of the University

## THE UNIVERSITY

Boston College is one of twenty-nine Jesuit colleges and universities in the United States. The university traditions of Boston College derive from four centuries of academic experience and educational idealism of the Society of Jesus which since its foundation by Ignatius Loyola in 1534, has established and conducted institutions of higher learning throughout the world. The foundation of Boston College arose from the labor of the first Jesuit community in New England, established at St. Mary's in Boston, in 1849. In 1857, John McElroy, S.J., first Superior of the Jesuit community at St. Mary's, purchased the land and erected the collegiate buildings on Harrison Avenue, in Boston, the location of the college for fifty years.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This single restriction in the charter was removed by legislative amendment, approved April 1, 1908. John Bapst, S.J., was the first President of Boston College, and inaugurated the program of college instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J., secured the land which is the site of the present campus at Chestnut Hill. In 1913, the College was moved to the Chestnut Hill campus.

All divisions of the University are located on the Chestnut Hill Campus except the School of Theology. Weston Observatory, the geophysical laboratory and the seismology station of the University, is situated in Weston, Massachusetts, about six miles from Chestnut Hill.

### OBJECTIVES

The primary objective of Boston College is stated on the official seal of the University: Ever to Excel, Boston College is committed to the conservation, extension, and diffusion of knowledge. Its purpose is to impart an understanding of the unity of knowledge, an appreciation of our cultural heritage, a dedication to the advancement of learning, and a sense of personal and social responsibility, both within the College and University, and beyond, in the community and the world. The College, and the University of which it is a part, is dedicated to the task set forth for universities by President John F. Kennedy in his speech at the Boston College Centennial Convocation in 1963:

“. . . as the world presses in and knowledge presses out, the role of the interpreter grows. Men can no longer know everything



themselves; the twentieth century has no universal man. All men today must learn to know through one another, to judge across their own ignorance, to comprehend at second hand. These arts are not easily learned. Those who would practice them must develop intensity of perception, variety of mental activity, and the habit of open concern for truth in all its forms. Where can we expect to find a training ground for this modern maturity, if not in our universities?"

#### ACCREDITATION

The University is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of the State of New York, the College Entrance Examination Board, the Council on Social Work Education, the Jesuit Educational Association, The International Association of Universities, the International Associations of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

The schools of the University and the dates of establishment are noted below:

- The College of Arts and Sciences, 1863
- The Summer Session, 1924
- The Graduate School of Arts and Sciences, 1925
- The College of Liberal Arts, Lenox, 1927
- The School of Philosophy, Weston, 1927
- The School of Theology, Weston, 1927
- The Law School, 1929
- The Evening College of Arts, Sciences and Business  
Administration, 1929
- The Graduate School of Social Work, 1936
- The School of Management, 1938
- The Institute of Adult Education, 1945
- The School of Nursing, 1947
- The School of Education, 1952

*The corporate title of Boston College is:*  
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*Director of Counselor Education and Counseling Psychology Program*
- BRIAN T. COUNIHAN, A.M. 18 Rose Garden Cir., Brighton  
*Assistant Director of Housing*
- REV. ROGER COUTURE, O.M.I., S.T.D. 102 Cushing St., Cambridge  
*Assistant Professor of Pastoral Theology*
- DAVID W. CRELLIN, D.Ed. 10 Pine Grove Rd., Medfield  
*Assistant Professor of Education*
- PATRICIA A. CREMINS, R.N., M.S. 56 Everton St., Dorchester  
*Instructor in Nursing Education*
- JOSEPH T. CRISCENTI, Ph.D. On Leave  
*Associate Professor of History*
- JUSTIN C. CRONIN, M.B.A. 9 Maymont Drive, Framingham  
*Assistant Professor of Management*  
*Assistant Dean, School of Management*
- BRIAN J. CUDAHY, Ph.D. On Leave  
*Associate Professor of Philosophy*

- 
- REV. DAVID R. CUMMISKEY, S.J., A.M. Roncalli Hall  
*Assistant Professor of Theology*  
*Spiritual Counselor, School of Education*  
*Director, Lay Apostolate Program*
- REV. PAUL A. CURTIN, S.J., A.M., S.T.L. On Leave  
*Assistant Professor of Theology*
- MARIE L. CUTLER, B.S. 149 Pelham Island Rd., Wayland  
*Registrar, Weston College School of Theology*
- JOHN S. DACEY, Ph.D. 37 Woodcliff Rd., Lexington  
*Assistant Professor of Education*  
*Director of Educational Psychology*
- ROY F. DADO, A.B. 62 Campeau Place, Bergenfield  
*Assistant Director of Housing*
- REV. MITCHELL J. DAHOOD, S.J., Ph.D. 6 Sumner Rd., Cambridge  
*Visiting Professor of Old Testament*
- ADELE M. DALSIMER, M.A., (cand.) Ph.D. 14 Egmont St., Brookline  
*Instructor in English*
- MARY DALY, Ph.D., S.T.D. 2018 Commonwealth Ave., Brighton  
*Associate Professor of Theology*
- WILLIAM M. DALY, Ph.D. 8 Roxbury Ave., Natick  
*Associate Professor of History*
- ANDRE L. DANIERE, Ph.D. 28 Adams St., Brookline  
*Associate Professor of Economics*  
*Research Associate Professor, Institute of Human Sciences*
- CARROLL C. DAWES, A.B., (cand.) Ph.D. 1576 Cambridge St., Cambridge  
*Instructor in Speech*
- ANDRE J. DE BETHUNE, Ph.D. 223 Weston Rd., Wellesley  
*Professor of Chemistry*
- WILLIAM A. DEMALIA, M.B.A. 7 Trowbridge Lane, Shrewsbury  
*Assistant Professor of Accounting*
- GEORGE F. DEMENIL, Ph.D. On Leave  
*Assistant Professor of Economics*
- RICHARD DESCHENES, A.B. 358 Shea St., Fitchburg  
*Assistant Director of Housing*
- REV. JOHN F. DEVANE, S.J., A.M., M.S. On Leave  
*Assistant Professor of Geology and Geophysics*
- MARY F. DEVANEY, R.N., M.S. 20 Boynton St., Clinton  
*Assistant Professor of Nursing Education*
- DONALD P. DEVEAU, M.F.A. 43 Parker St., Watertown  
*Instructor in Fine Arts*
- REV. JOSEPH A. DEVENNY, S.J., Ph.D. 1627 Massachusetts Ave.,  
*Assistant Professor of Historical Theology* Cambridge  
*Dean, Weston College School of Theology*
- FRANCIS J. DEVER, LL.B. 407 Highland Ave., Quincy  
*Acting Director of Development*



- 
- |   |                              |
|---|------------------------------|
| FRANCIS E. DEVINE, Ph.D.<br><i>Assistant Professor of Political Science</i>   | 49 Cushman Rd., Brighton     |
| REV. J. FRANK DEVINE, S.J., A.M., S.T.L.<br><i>Assistant Professor of Theology</i>  | On Leave                     |
| JOSEPH E. DEVINE, M.B.A.<br><i>Assistant Professor of Marketing</i>   | 40 Victory Rd., Dorchester   |
| REV. JAMES J. DEVLIN, S.J., A.M., M.S.<br><i>Associate Professor of Physics</i><br><i>Director of Campus Planning</i>             | St. Mary's Hall              |
| PAUL DEVLIN, M.B.A., C.P.A.<br><i>Professor of Accounting</i><br><i>Financial Vice President and Assistant Treasurer</i>          | 5 Jackson Rd., Wellesley     |
| BALDASSARE DIBARTOLO, Ph.D.<br><i>Associate Professor of Physics</i>  | 18 Leslie Rd., Belmont       |
| E. MARTIN DIECKMANN, Ph.D.<br><i>Assistant Professor of Mathematics</i>   | 60 Brattle St., Cambridge    |
| STANLEY J. DMOHOWSKI, M.B.A., C.P.A.<br><i>Assistant Professor of Accounting</i>  | 19 Woodward Rd., Framingham  |
| PAUL C. DOHERTY, Ph.D.<br><i>Associate Professor of English</i>   | 87 Oxford Rd., Newton Centre |
| REV. ROBERT G. DOHERTY, S.J., S.T.D.<br><i>Assistant Professor of Pastoral Theology</i>   | 39 Kirkland St., Cambridge   |
| REV. JAMES H. DOLAN, S.J., Ph.D.<br><i>Professor Emeritus of Philosophy</i>   | St. Mary's Hall              |
| GEORGE P. DONALDSON, M.B.A.<br><i>Director of Placement</i>   | 30 Blackman Rd., Canton      |
| DONALD T. DONLEY, D.Ed.<br><i>Professor of Education</i><br><i>Chairman of the Department</i><br><i>Dean, School of Education</i> | 8 Edgewater Dr., Needham     |
| REV. PHILIP J. DONNELLY, S.J., S.T.D.<br><i>Professor of Systematic Theology</i>  | 12 Linnaean St., Cambridge   |
| REV. JOHN D. DONOGHUE, S.J., A.M., S.T.L.<br><i>Assistant Professor of Philosophy</i>   | St. Mary's Hall              |
| REV. FRANCIS J. DONOHUE, S.J., A.M.<br><i>Assistant Director, Weston Observatory</i>  | Weston College               |
| REV. CHARLES F. DONOVAN, S.J., Ph.D.<br><i>Professor of Education</i><br><i>Senior Vice-President and Dean of the Faculties</i>   | St. Mary's Hall              |
| REV. JEREMIAH J. DONOVAN, S.J., A.M., S.T.L.<br><i>Assistant Professor of Theology</i><br><i>Assistant to Dean of Students</i>    | Fenwick House                |
| JOHN D. DONOVAN, Ph.D.<br><i>Professor of Sociology</i>   | 12 Coulton Park, Needham     |



---

PETER A. DONOVAN, S.J.D. <i>Professor of Law</i>	5 Beverly Rd., Newton Highlands
PHILIP M. DOOHER, M.A. <i>Assistant Director of Admissions</i>	6 Second St., North Providence
REV. EDWARD T. DOUGLAS, S.J., A.M. <i>Professor Emeritus of Theology</i>	St. Mary's Hall
ALICE G. DOWD, R.N., M.S. <i>Assistant Professor of Nursing Education</i>	7 Summit Ave., North Scituate
SISTER LOUIS MARIE DOWNEY, B.L.S., M.A. <i>Cataloguer, Bapst</i>	125 Oakland St., Wellesley Hills
ARTHUR J. DOYLE, M.A.T. <i>Director of Admissions</i>	44 Rowe St., Milton
WILLIAM W. DOYLE, A.B., (cand.) Ph.D. <i>Instructor in Theology</i>	286 Concord Ave., Cambridge
REV. ROBERT F. DRINAN, S.J., LL.M. <i>Professor of Law</i> <i>Dean of the Law School</i>	St. Mary's Hall
EDWARD C. DRISCOLL, A.B. <i>Director of Purchasing</i>	104 Johnston Ave., Winthrop
REV. JOHN V. DRISCOLL, S.J., Ph.D. <i>Assistant Professor of Social Work</i> <i>Dean, Graduate School of Social Work</i>	St. Mary's Hall
REV. WILLIAM F. DRUMMOND, S.J., Ph.D. <i>Professor of Philosophy</i>	St. Mary's Hall
PRISCILLA P. DUDLEY, Ph.D. <i>Assistant Professor of Geology and Geophysics</i>	290 Corey Rd., Apt. 31, Brighton
REV. JAMES L. DUFFY, S.J., Ph.D. <i>Professor Emeritus of Philosophy</i>	St. Mary's Hall
KEVIN P. DUFFY, M.S. Ed. <i>Director of Student Activities</i>	97 Spring St., W. Roxbury
WILLIAM J. DUFFY, Ph.D. <i>Assistant Professor of Economics</i>	397 Linden St., Wellesley
P. ALBERT DUHAMEL, Ph.D. <i>Philomatheia Professor of English</i>	Saddle Ridge Rd., Dover
REV. MAURICE V. DULLEA, S.J., A.M. <i>Professor Emeritus of Theology</i>	St. Mary's Hall
REV. ALEXANDER G. DUNCAN, S.J., Ph.D. <i>Professor of Philosophy</i>	St. Mary's Hall
VINCENT F. DUNFEY, A.M. <i>Assistant Professor of Economics</i>	405 Washington St., Norwell
H. LAWRENCE DURANT, M.S.L.S. <i>Chief Catalog Librarian, Bapst</i>	295 Commonwealth Ave., Chestnut Hill
JOYCE M. DWYER, R.N., M.S. <i>Assistant Professor of Nursing Education</i>	9 Wesley St., Newton

- 
- REV. WILLIAM T. EGAN, S.J., A.M., (cand.) Ph.D. Rahner House  
*Assistant Professor of Philosophy*
- JOHN R. EICHORN, D.Ed. 2 Sun Valley Rd., Framingham  
*Professor of Education*  
*Coordinator of Special Education and Rehabilitation*
- JEAN E. EISEL, M.Ed. 44 Billings Pk., Newton  
*Assistant Director of Placement*
- PHYLLIS A. ENGLISH, M.A., (cand.) Ph.D. 34 Kinross St., Brighton  
*Instructor in Romance Languages and Literature*
- JACQUELINE ENOS, Ph.D. 292 Harvard St., Apt. 6, Cambridge  
*Assistant Professor of Romance Languages and Literature*
- CHRISTOPHER W. EYKMAN, Ph.D. 1455 Beacon St., Brookline  
*Assistant Professor of Germanic Studies*
- AUGUSTUS J. FABENS, Ph.D. 58 Brimmer St., Boston  
*Associate Professor of Mathematics*
- RICHARD L. FABER, Ph.D. 48 Chinian Path, Newton Centre  
*Assistant Professor of Mathematics*
- JOSEPH A. FAGAN, A.M. 51 Riverdale Rd., Wellesley  
*Catalogue Librarian, School of Management*
- RUTH O. FALLON, M.S. 18 Howitt Rd., West Roxbury  
*Director of Admissions, Graduate School of Social Work*
- ALICE R. FARNHAM, R.N., M.S., (cand.) D.N.Sc. 198 Hillcrest Rd.,  
*Instructor in Nursing Education* Needham
- ROBERT K. FAULKNER, Ph.D. 203 Islington Rd., Auburndale  
*Associate Professor of Political Science*
- REV. MILES L. FAY, S.J., A.M., S.T.L. On Leave  
*Assistant Professor of Theology*
- REV. WALTER J. FEENEY, S.J., Ph.D. St. Mary's Hall  
*Assistant Professor of Mathematics*  
*Graduate Study Advisor*
- REV. ROBERT T. FERRICK, S.J., A.M., S.T.L. Haley House  
*Assistant Professor of Theology*  
*University Chaplain*
- MARJORIE R. FERRIS, M.L.S. 70 Commonwealth Ave., Boston  
*Cataloguer, Law School*
- ANNE D. FERRY, Ph.D. 8 Ellery St., Cambridge  
*Associate Professor of English*
- JOSEPH FIGURITO, D.M.L. 110 Sycamore St., Roslindale  
*Associate Professor of Romance Languages and Literature*
- WALTER J. FIMIAN, JR., Ph.D. 44 Harrington St., Watertown  
*Associate Professor of Biology*
- LYNN P. FINN, M.S. 34 Ash St., Cambridge  
*Instructor in Nursing Education*

- 
- DALMAR FISHER, D.B.A. 111 Perkins St., Jamaica Plain  
*Assistant Professor of Management*
- REV. JOHN F. FITZGERALD, S.J., A.M., M.S. St. Mary's Hall  
*Assistant Professor of Physics*  
*Registrar of the University*
- JOHN J. FITZGERALD, Ph.D. 224 Exchange St., Millis  
*Associate Professor of English*
- JOHN L. FITZGERALD, S.J.D. 6517 Prestonshire, Dallas  
*Professor of Law*
- REV. PAUL FITZGERALD, S.J., Ph.D. St. Mary's Hall  
*Associate Professor of History*
- REV. WILLIAM E. FITZGERALD, S.J., Ph.D. St. Mary's Hall  
*Professor of Philosophy*  
*Director, Junior Year Abroad Program*
- THERESE E. FITZPATRICK, M.S. 1721 Commonwealth Ave., Brighton  
*Instructor in Nursing Education*
- JOHN M. FLACKETT, LL.M. 57 Babcock St., Brookline  
*Associate Professor of Law*
- CHARLES F. FLAHERTY, JR., B.S.B.A. 14 Woodridge St., Cambridge  
*Assistant to Director, University Research*
- REV. JOSEPH F. FLANAGAN, S.J., D.D.S., Ph.D. Welch Hall  
*Assistant Professor of Philosophy*
- REV. THOMAS FLEMING, S.J., A.M., S.T.L. St. Mary's Hall  
*Treasurer and Vice President*
- RADU R. FLORESCU, Ph.D. 159 Atlantic Ave., Cohasset  
*Associate Professor of History*
- ANN L. FLYNN, M.S. 1949 Commonwealth Ave., Brighton  
*Director of Housing*
- CHRISTOPHER J. FLYNN, JR., A.M., LL.B. 18 Whitten St., Dorchester  
*Associate Professor of Business Administration*  
*Associate Dean, School of Management*
- MONIQUE E. FOL, A.M., (cand.) Ph.D. Wellesley College, Wellesley  
*Instructor in Romance Languages and Literature*
- REV. ERNEST B. FOLEY, S.J., A.M. St. Mary's Hall  
*Associate Professor of Economics*  
*Assistant to Senior Vice President and Dean of Faculties*
- JOHN L. FOLEY, M.Ed. 370 Chestnut Hill Ave., Brighton  
*Assistant Director, University Audio-Visual Services*
- MARGARET M. FOLEY, Ph.D. 60 Babcock St., Brighton  
*Professor of Nursing Education*  
*Dean, School of Nursing*
- ALBERT M. FOLKARD, A.M. 23 College Rd., Wellesley  
*Assistant Professor of English*  
*Director of Honors Program, College of Arts and Sciences*



- 
- PIERRE-MICHEL FONTAINE, Ph.D. 105 Colbourne Cresc., Brookline  
*Assistant Professor of Political Science*
- REV. JOHN C. FORD, S.J., LL.B., S.T.D. Weston College  
*Professor Emeritus of Moral Theology*
- SANFORD J. FOX, A.B., LL.B. 15 Englewood Ave., Brookline  
*Professor of Law*
- MARC A. FRIED, Ph.D. 36 Amory St., Brookline  
*Research Professor, Institute of Human Sciences*  
*Professor of Psychology*
- ANN F. FRIEDLAENDER, Ph.D. 148 Pleasant St., Cambridge  
*Associate Professor of Economics*  
*Institute Associate, Institute of Human Sciences*
- STEPHEN M. FRIEDMAN, Ph.D. 84 Allston St., Brighton  
*Assistant Professor of Psychology*
- CATHERINE M. FRIERY, R.N., M.S.N., (cand.) Ph.D. 1455 Commonwealth Ave., Boston  
*Assistant Professor of Nursing Education*
- PAUL F. FUHS, M.S. 94 Border St., Dedham  
*Instructor in Business Administration*
- REV. GEORGE R. FUIR, S.J., A.M., S.T.L. Welch Hall  
*Assistant Professor of Philosophy*
- JOHN T. GALVIN 3 Phillips Pl., Cambridge  
*Special Assistant to the President for Public Relations*
- PAUL G. GARRITY, LL.B. 2 Fox Meadow Lane, Dedham  
*Assistant Professor of Law*
- JOSEPH GARTNER, Ph.D. 66 Summit Ave., Brookline  
*Associate Professor of Marketing*
- REV. JOSEPH D. GAUTHIER, S.J., D.èsL. St. Mary's Hall  
*Professor of Romance Languages and Literature*
- REV. JAMES F. GEARY, S.J., A.M., S.T.L. St. Mary's Hall  
*Assistant Professor of History*  
*Spiritual Counselor, School of Nursing*
- HAROLD M. GEDDES, M.S. 52 Preston Ter., Marshfield  
*Assistant Professor of Social Work*
- SYLVIA C. GENDROP, R.N., M.S. 150 Gibbs St., Newton Centre  
*Assistant Professor of Nursing Education*
- ROBERT E. GILBERT, Ph.D. 70 Chiswick Rd., Brighton  
*Assistant Professor of Political Science*
- REV. DAVID H. GILL, S.J., Ph.D. 188 Beacon St., Chestnut Hill  
*Assistant Professor of Classics*
- REV. PAUL GILMARTIN, S.J., S.T.D. Canisius Hall  
*Assistant Professor of Theology*



- 
- JAMES J. GILROY, Ph.D. 135 Fort Meadow Dr., Hudson  
*Associate Professor of Biology*  
*Chairman of the Department*
- ROBERT F. GIRVAN, Ph.D. 187 Court St., Dedham  
*Assistant Professor of Physics*
- VITO R. GIUSTINIANI, Ph.D. 30 Old Colony Rd., Chestnut Hill  
*Professor of Romance Languages and Literature*
- REV. JOSEPH A. GLAVIN, S.J., A.M. Roncalli Hall  
*Assistant Professor of History*
- WALTER GLEASON, M.A., (cand.) Ph.D. 73 Carroll St., West Roxbury  
*Instructor in History*
- MEREDITH L. GLEKLEN, A.M. 7 Bowdoin St., Cambridge  
*Foreign Student Advisor*
- MARY A. GLENDON, M.C.L. 127 Winthrop Rd., Brookline  
*Assistant Professor of Law*
- ARTHUR L. GLYNN, LL.B., M.B.A., C.P.A. 31 Robinhood Rd., Natick  
*Professor of Accounting*  
*Chairman of the Department*
- JOAN E. GOLDSBERRY, R.N., M.S. 8 Strathmore Rd., Wellesley  
*Assistant Professor of Nursing Education*
- GEORGE J. GOLDSMITH, Ph.D. 45 Eliot St., Sherborn  
*Associate Professor of Physics*
- LAWRENCE A. GOMES, JR., Ed.D. 4 Vincent Ave., Belmont  
*Assistant Professor of Special Education and Rehabilitation*
- ENRIQUE GONZALEZ-VELASCO, Ph.D. 10 Bryon Rd., Apt. 3,  
*Assistant Professor of Mathematics* Chestnut Hill
- ELIZABETH M. GRADY, R.N., M.S. 64 Stuart St., Watertown  
*Assistant Professor of Nursing Education*
- WALTER T. GREANEY, JR., Ph.D. 14 Pond Circle, Jamaica Plain  
*Associate Professor of Finance*  
*Acting Chairman of the Department*
- CAROL E. GREEN, A.M. (cand.) Ph.D. 11 Harris Rd., Medford  
*Instructor in English*
- PHYLLIS H. GREEN, R.N., A.M. 1 Lyman St., Northboro  
*Director of Counseling*  
*Assistant Professor of Nursing Education*
- REV. MERRILL F. GREENE, S.J., Ph.D. On Leave  
*Assistant Professor of Philosophy*
- REV. THOMAS J. GREY, S.J., A.M. On Leave  
*Assistant Professor of History*
- MARGARET B. GRIFFIN, M.Ed. 1368 Commonwealth Ave., Allston  
*Assistant Professor of Education*
- MARY D. GRIFFIN, Ph.D. 28 Louise Rd., Chestnut Hill  
*Associate Professor of Education*  
*Director, Educational Administration*

- 
- WILLIAM M. GRIFFIN, D.Ed. 1 Juniper Lane, Wayland  
*Associate Professor of Education*
- GEORGE F. G. GROB, A.M. R.I.P. August 25, 1969  
*Assistant Professor of English*
- EDGAR GROSSMAN, M.Ed. 47 Avondale Rd., Newton Centre  
*College Counselor, School of Management*
- SHIRLEY L. GUENTHNER, M.S., (cand.) D.Ed. 75 Morton Village Dr.,  
*Assistant Professor of Nursing Education* Mattapan
- GUILLERMO L. GUITARTE, Profesorado, Filosofia y Letras (Buenos Ayres)  
 45 Monadnock Rd., Newton  
*Associate Professor of Romance Languages and Literature*
- J. BRADLEY GUNTER, Ph.D. 16 Fuller St., Apt. 3, Brookline  
*Assistant Professor of English*
- WILLIAM J. HAGGERTY, JR., Ph.D. 12 Jenison St., Newtonville  
*Assistant Professor of Philosophy*
- REV. JAMES F. HALPIN, S.J., M.A., M.S., S.T.L., (cand.) S.T.D.  
 5 Everett St., Cambridge  
*Instructor in Moral Theology*
- REV. EDWARD J. HANRAHAN, S.J., A.M. Shaw House  
*Dean of Students*
- ALBERT F. HANWELL, M.S.W. 30 Wildwood Rd., Milton  
*Associate Professor of Social Work*  
*Chairman, Social Welfare Policy and Services*  
*Project Director, Children's Bureau Grant*
- REV. MARTIN P. HARNEY, S.J., A.M. St. Mary's Hall  
*Professor Emeritus of History*
- JOHN L. HARRINGTON, M.B.A., C.P.A. 119 Fearing Dr., Westwood  
*Assistant Professor of Accounting*
- PATRICIA B. HARRINGTON, M.Ed. 2 Brooksweld Rd., Canton  
*Associate Professor of Nursing Education*
- VINCENT A. HARRINGTON, M.B.A., LL.B. 220 Atlantic St., Quincy  
*Associate Professor of Business Law*
- CAROL R. HARTMAN, D.N.Sc. 73 Hillis Rd., Hyde Park  
*Associate Professor of Nursing Education*
- SISTER LOUISE HARTNETT, M.S.N. 90 Cushing Ave., Dorchester  
*Instructor in Nursing Education*
- KATHARINE M. HASTINGS, A.M. 40B Washington Pk. Dr., Andover  
*Registrar, Graduate School of Arts and Sciences*
- EDITH M. HAUGHTON, M.S.W. 22 Linden St., Wollaston  
*Assistant Professor of Social Work*
- MARIE HEALY, M.S.W. 650 Huntington Ave., Boston  
*Assistant Professor of Social Work*
- L. MARION HEATH, R.N., M.S. 1 Lamb Heights, Rockport  
*Assistant Professor of Nursing Education*

- 
- LT. CL. RICHARD HEINEKE, U.S.A., A.B. 91 Morningside Rd., Needham  
*Assistant Professor of Military Science*
- JOHN L. HEINEMAN, Ph.D. 8 Daniels Rd., Framingham  
*Assistant Professor of History*
- HALINA HEITZMAN, B.S.L.S., A.M. 39 Commonwealth Rd., Watertown  
*Cataloguer, Bapst*
- JULIEN O. HENNEFELD, Ph.D. 395 Broadway, Apt. 448, Cambridge  
*Assistant Professor of Mathematics*
- BARBARA R. HERRMANN, R.N., M.S. 92 Oxford Ave., Cambridge  
*Assistant Professor of Nursing Education*
- REV. ROBERT A. HEWITT, S.J., S.T.D., Mag.Aggr. St. Mary's Hall  
*Professor Emeritus of Theology*
- WILLIAM B. HICKEY, M.Ed., LL.M. 77 Brington Rd., Brookline  
*Associate Professor of Business Law*  
*Chairman of the Department*
- EDWARD L. HIRSH, Ph.D. 204 Homer St., Newton Centre  
*Professor of English*
- DANIEL S. HIRSHFIELD, Ph.D. On Leave  
*Assistant Professor of History*
- REV. JOSEPH M. HOC, Ph.D. 12 Shenandoah St., Dorchester  
*Assistant Professor of Sociology*
- EILEEN M. HODGMAN, M.S. 17 Paine St., Winthrop  
*Instructor in Nursing Education*
- REV. ARNOLD HOGAN, S.J., S.T.D. 6 Sumner Rd., Cambridge  
*Assistant Professor of Pastoral Theology*
- MARY L. HOGAN, A.B. 70 Somerset Ave., Winthrop  
*Registrar, Graduate School of Social Work*
- LYNDA L. HOLMSTROM, M.A., (cand.) Ph.D. 26A Charlesbank Way,  
*Instructor in Sociology* Waltham
- MURRAY HORWITZ, Ph.D. Conant Rd., Lincoln  
*Professor of Psychology*  
*Director, Joint Center*
- JAMES L. HOUGHTELING, JR., LL.M. 258 Mill St., Newtonville  
*Associate Professor of Law*
- THEODORE H. HOWE, M.S.S.A. 19 Akron St., Roxbury  
*Assistant Professor of Social Work*
- DOROTHY K. HOWERTON, Ph.D. 41 Ripley St., Newton Centre  
*Professor of Social Work*
- RICHARD G. HUBER, LL.M. 406 Woodward St., Waban  
*Professor of Law*
- EVERETT C. HUGHES, Ph.D. 27 Shepard St., Cambridge  
*Visiting Professor of Sociology*



- 
- RICHARD E. HUGHES, Ph.D. 102 North Main St., Sherborn  
*Professor of English*  
*Dean, College of Arts and Sciences*
- THOMAS P. HUGHES, A.M. On Leave  
*Assistant Professor of English*
- BERNADETTE P. HUNGLER, R.N., M.S. 8 Hemlock St., Needham  
*Associate Professor of Nursing Education*
- EDGAR F. HUSE, Ph.D. 221 Highland Ave., West Newton  
*Professor of Management*
- DEMETRIUS IATRIDIS, Ph.D. 288 Prince St., West Newton  
*Research Professor and Director, Institute of Human Sciences*  
*Professor of Social Planning, Graduate School of Social Work*
- AUGUST T. JACACCI, JR., M.A.T., M.F.A. 100 Claypitt Hill Rd., Wayland  
*Director of Special Curricula Programs*
- KATHARINE W. JAFFE, M.S.L.S. 45 Old Colony Rd., Chestnut Hill  
*Assistant Reference Librarian, Bapst*
- ALICE JEGHELIAN, Ed.M., (cand.) Ph.D. 21 Gray St., Arlington  
*Coordinator for Student Services, Evening College*
- WESTON M. JENKS, JR., A.M., M.Ed. 686 Beacon St., Newton Centre  
*Director of Counseling and Guidance, College of Arts and Sciences*  
*Assistant Professor of English*
- JOHN A. JENSEN, Ph.D. 57 Broadlawn Pk., Chestnut Hill  
*Assistant Professor of Education*
- CAPT. RALPH E. JOHNSON, U.S.A., B.A. 107 Adena Rd., W. Newton  
*Assistant Professor of Military Science*
- WILLIAM T. JOHNSON, M.S. 24 Churchill St., Brookline  
*Catalogue Librarian, Bapst*
- LAWRENCE G. JONES, Ph.D. 28 Mt. Auburn St., Cambridge  
*Professor of Linguistics and Russian*  
*Chairman of the Department of Slavic and Eastern Languages*
- SISTER MARY JOSEPHINA, C.S.J., D.Ed., LL.D. (hon.) 635 Cambridge St., Brighton  
*Professor of Education*
- AMY J. JOYCE, M.S.N. 31 Taylor St., Needham Hts.  
*Assistant Professor of Nursing Education*
- THEODORE F. JULA, Ph.D. 24 Craigie St., Cambridge  
*Assistant Professor of Chemistry*
- JOHN B. JUNKALA, D.Ed. 2A Gina Circle, Framingham  
*Assistant Professor of Special Education and Rehabilitation*
- ALBERT R. JURGELA, M.Ed. 1459 V.F.W. Parkway, West Roxbury  
*Assistant Director of Counseling and Guidance, School of Management*
- NEIL B. JURINSKI, Ph.D. On Leave  
*Assistant Professor of Chemistry*
- EDWARD J. KANE, Ph.D. On Leave  
*Professor of Economics*



- 
- PAUL KARDOS, JR., M.A., (cand.) Ph.D. 315 Langley Rd.,  
*Instructor in Romance Languages and Literature* Newton Centre
- LOUIS O. KATTSOFF, Ph.D. 16 Chesley Rd., Newton Centre  
*Professor of Mathematics*
- JOAN R. KATZ, M.S.W. 140 Paulson Rd., Waban  
*Assistant Professor of Social Work*
- SANFORD N. KATZ, J.D. 140 Paulsen Rd., Waban  
*Professor of Law*
- ROGER W. KEITH, A.B. 33 Harvard St., Watertown  
*Assistant Director, Financial Aid*
- RITA P. KELLEHER, R.N., M.Ed., Ph.D. (hon.) 1980 Commonwealth Ave., Boston  
*Professor of Nursing Education*
- ALBERT J. KELLEY, Sc.D. 79 Hinckley Rd., Milton  
*Professor of Business Administration*  
*Dean, School of Management*
- EDMUND F. A. KELLY, B.S., (cand.) Ph.D. 168 School St., Waltham  
*Instructor in Mathematics*
- FRANCIS J. KELLY, D.Ed. 34 Whittier Dr., Scituate  
*Associate Professor of Education*
- HELEN M. KELLY, R.N., M.S. 134 North St., Apt. 7, Newtonville  
*Instructor in Nursing Education*
- THOMAS J. KELLY, LL.B. 1052 South St., Roslindale  
*Instructor in Accounting*
- REV. THOMAS J. C. KELLY, S.J., A.M. Shadowbrook  
*Assistant Professor of Classics*
- T. ROSS KELLY, Ph.D. 46 Oliver St., Watertown  
*Assistant Professor of Chemistry*
- REV. WILLIAM J. KENEALY, S.J., Ph.D. On Leave  
*Professor of Law*
- RAYMOND F. KEYES, M.B.A. 71 Alden Rd., Needham  
*Assistant Dean, School of Management*
- HARRY J. KIES, M.S., (cand.) Ph.D., C.P.A. 147 Summer St., Waltham  
*Assistant Professor of Accounting*
- REV. EDWARD KILMARTIN, S.J., S.T.D. 1627 Massachusetts Ave.,  
*Professor of Systematic Theology* Cambridge
- YOUNG C. KIM, Ph.D. 67 Dedham St., Newton Highlands  
*Associate Professor of Political Science*
- LORRAINE KINNANE, A.M. 20 Prescott St., Cambridge  
*Director of Testing Services*
- MARY T. KINNANE, Ph.D. 474 Commonwealth Ave., Boston  
*Associate Professor of Education*  
*Dean of the Summer Session*

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- |   |                                  |
|---|----------------------------------|
| REV. JOHN H. KINNIER, S.J., M.S.<br><i>Assistant Professor of Physics</i>   | On Leave                         |
| REV. HAROLD C. KIRLEY, S.J., M.A.<br><i>Assistant Professor of History</i>  | St. Mary's Hall                  |
| WALTER H. KLEIN, Ph.D.<br><i>Professor of Business Administration</i>   | 15 Overlook Rd., Needham         |
| PAVEL KOVALY, Ph.D.<br><i>Associate Professor of Philosophy</i>   | 143 Tappan St., Brookline        |
| CAPT. JOSEPH KRAWCZYK, U.S.A., A.B.<br><i>Assistant Professor of Military Science</i>   | R.I.P. June 1, 1969              |
| JOSEPH F. KREBS, A.M.<br><i>Assistant Professor of Mathematics</i>  | 53 Anthony Circle, Newtonville   |
| PETER J. KREEFT, Ph.D.<br><i>Assistant Professor of Philosophy</i>  | 44 Davis Ave., West Newton       |
| ELIZABETH KUDZMA, M.S.<br><i>Instructor in Nursing Education</i>  | 112 Middle St., Weymouth         |
| GEORGE T. LADD, Ed.D.<br><i>Assistant Professor of Education</i>  | 23 Curve St., Natick             |
| ARCHILLE J. LAFERRIERE, A.M.<br><i>Assistant Professor of Mathematics</i>   | 14 Hyde Ave., Newton             |
| PIERRE D. LAMBERT, Ph.D.<br><i>Associate Professor of Education</i>   | 25 Burnside Rd., Needham Heights |
| GEORGE LANG, B.A., J.D.<br><i>Reference Librarian, Law School</i>   | 16 Garrity Rd., Burlington       |
| FRANCIS J. LARKIN, LL.M.<br><i>Professor of Law</i><br><i>Associate Dean, The Law School</i>  | 43 Daniels St., Hopedale         |
| JAMES J. LARKIN, A.B.<br><i>Assistant Director of Admissions</i>  | 10 Commonwealth Ct., Brighton    |
| REV. JAMES P. LARKIN, S.J., A.M., S.T.L.<br><i>Spiritual Counselor, School of Management</i>  | St. Mary's Hall                  |
| REV. JOSEPH M. LARKIN, S.J., A.M.<br><i>Assistant Professor of Speech</i>   | St. Mary's Hall                  |
| REV. FRANCIS X. LAWLOR, S.J., S.T.D.<br><i>Professor of Systematic Theology</i>   | Weston College                   |
| REV. GEORGE F. LAWLOR, S.J., Ph.D.<br><i>Director of Counseling and Guidance, School of Management</i><br><i>Assistant Professor of Education</i> | St. Mary's Hall                  |
| JOHN H. LAWTON, Ph.D.<br><i>Professor of Speech</i><br><i>Chairman of the Department</i>  | 1754 Beacon St., Brookline       |
| ROBERT J. LEBLANC, A.M.<br><i>Assistant Professor of Mathematics</i>  | 142 Parker Rd., Needham          |
| VERA G. LEE, Ph.D.<br><i>Associate Professor of Romance Languages and Literature</i>  | 332 Tappan St., Brookline        |

- 
- DARRYL I. LEITER, Ph.D. 20B Charles River Rd., Waltham  
*Assistant Professor of Physics*
- CHARLES A. LEMELAND, Doctorat d'Université, Sorbonne 10 Kent. Sq.,  
*Assistant Professor of Romance Languages and Literature* Brookline
- REV. WILLIAM J. LEONARD, S.J., A.M., S.T.L. On Leave  
*Professor of Theology*
- SEYMOUR LEVENTMAN, Ph.D. 189 Bellevue Rd., Newtonville  
*Associate Professor of Sociology*
- KENNETH A. LEWIS, Ph.D. 125 Warren St., Newton Centre  
*Assistant Professor of Economics*
- PAUL D. LEWIS, LL.B. 58 Needham St., Norfolk  
*Assistant Professor of Business Law*
- JEONG-LONG LIN, Ph.D. 114 Hastings St., Framingham  
*Associate Professor of Chemistry*
- ERICH LINDEMANN, Ph.D., M.D. 170 Lakeshore Rd., Brighton  
*Visiting University Professor of Community Psychiatry*
- REV. DANIEL LINEHAN, S.J., A.M., M.S., L.H.D. (hon.), D.Sc. (hon.)  
*Professor of Geology and Geophysics* On Leave  
*Director of Weston Observatory*
- SYLVIA E. LIPP, M.Ed. 58 Myrtle St., West Newton  
*Instructor in Romance Languages and Literature*
- MAURICE LISS, Ph.D. 85 Elgin St., Newton Centre  
*Associate Professor of Biology*
- REV. FRANCIS A. LIUIMA, S.J., Ph.D. St. Mary's Hall  
*Assistant Professor of Physics*
- JOSEPH A. LONGO, Ph.D. 33 Austin Rd., Sudbury  
*Associate Professor of English*
- JOHN W. LOOFBOUROW, Ph.D. 37 Beacon St., Boston  
*Associate Professor of English*
- HANS LORENTZEN, M.A., (cand.) Ph.D. 94 Walnut Place, Brookline  
*Instructor in Romance Languages and Literature*
- THOMAS J. LOUGHRAN, Ph.D. 279 Pleasant St., Canton  
*Assistant Professor of Philosophy*
- MARGARET C. LOVELL, M.S. in S.S. R.I.P. March 5, 1969  
*Assistant Professor of Social Work*
- REV. FRANCIS E. LOW, S.J., Ph.D. St. Mary's Hall  
*Professor Emeritus of Philosophy*
- DAVID LOWENTHAL, Ph.D. 83 Beach St., Sharon  
*Professor of Political Science*  
*Chairman of the Department*
- RITCHIE P. LOWRY, Ph.D. 79 Moore Rd., Wayland  
*Professor of Sociology*  
*Chairman of the Department*



- 
- JEAN L. S. LOZINSKI, Ph.D. 1504 Drift Rd., Westport  
*Assistant Professor of Fine Arts*
- YVONNE T. MACCORMACK, R.N., M.S. 114A Charlesbank Way,  
*Instructor in Nursing Education* Waltham
- JEAN K. MACCUBREY, Ph.D. 500 Boulevard, Apt. 301, Revere  
*Assistant Professor of Special Education and Rehabilitation*
- MARY MACDONALD, M.S. 134 North St., Newtonville  
*Instructor in Nursing Education*
- REV. ARTHUR A. MACGILLIVRAY, S.J., A.M. On leave  
*Assistant Professor of English*
- RICHARD A. MACKEY, D.S.W. 162 Long Hill Rd., Franklin  
*Associate Professor of Social Work*
- REV. EDWARD M. MACKINNON, S.J., Ph.D. 137 Commonwealth Ave.,  
*Associate Professor of Philosophy* Chestnut Hill
- REV. DONALD I. MACLEAN, S.J., Ph.D. 137 Commonwealth Ave.,  
*Assistant Professor of Chemistry* Chestnut Hill
- REV. SIDNEY M. MACNEIL, S.J., M.A., S.T.L. St. Mary's Hall  
*Assistant Director of Admissions*
- ALLISON MACOMBER Mulberry Cottage, Segreganset  
*Artist in Residence*
- REV. GEORGE W. MACRAE, S.J., Ph.D. 1627 Massachusetts Ave.,  
*Associate Professor of New Testament* Cambridge
- GEORGE F. MADAUS, Ph.D. 29 Parker Rd., Needham  
*Associate Professor of Education*  
*Director of Research N.E.C.E.C.*
- REV. LAWRENCE J. MADDEN, S.J., S.T.D. 1627 Massachusetts Ave.,  
*Instructor in Theology* Cambridge
- RICHARD MAFFEI, Ph.D. Peach's Point, Marblehead  
*Professor of Management*  
*Associate Dean, School of Management*
- JOHN J. MAGUIRE, Ph.D. 249 Lincoln St., Lexington  
*Assistant Professor of Physics*
- JOSEPH P. MAGUIRE, Ph.D. 45 Clinton Place, Newton Centre  
*Professor of Classics*
- JEAN MAHER, M.S. 609 Middle St., E. Weymouth  
*Instructor in Nursing Education*
- JOHN L. MAHONEY, Ph.D. 8 Sutherland Rd., Lexington  
*Professor of English*  
*Chairman of the Department*
- REV. LEONARD P. MAHONEY, S.J., Ph.D. Faber House  
*Assistant Professor of History*
- ROBERT C. MAHONEY, M.S.W. 67 Sias Lane, Milton  
*Assistant Professor of Social Work*
- MICHAEL MALEC, Ph.D. 53 Margaret Rd., Newton Highlands  
*Assistant Professor of Sociology*



- 
- FRANK MALONEY, M.S.W. 8 Stirling St., Andover  
*Director, Bureau of Continuing Education, Graduate School of  
 Social Work*
- HENRY MALTZ, Ph.D. 334 Harvard St., Cambridge  
*Assistant Professor of Chemistry*
- H. MICHAEL MANN, Ph.D. 145 Fairway Dr., West Newton  
*Associate Professor of Economics*
- HELEN MANOCK, R.N., A.M. 9 Kingston St., Lawrence  
*Associate Professor of Nursing Education*
- DAVID MANWARING, Ph.D. 65 Babcock St., Brookline  
*Associate Professor of Political Science*
- CLAIRE D. MARANDA, M.S. 445 Washington St., Brighton  
*Instructor in Nursing Education*
- RENE J. MARCOU, Ph.D. 930 Beacon St., Newton  
*Professor of Mathematics  
 Director, Space Data Analysis Lab*
- J. PAUL MARCOUX, Ph.D. 130 Jason St., Arlington  
*Associate Professor of Speech*
- MARY JO MARKS, M.S. 63 Winthrop Rd., Brookline  
*Instructor in Nursing Education*
- RAYMOND J. MARTIN, Ph.D. 8 Kerrydale Rd., Needham  
*Associate Professor of Education  
 Director of Student Teaching*
- STUART B. MARTIN, Ph.D. 10 Doris Circle, Newton  
*Associate Professor of Philosophy*
- DONALD J. MARTINEAU, M.A., (cand.) Ph.D. 586 Haverhill St., Lawrence  
*Instructor in History*
- SISTER MARGARET MARY, R.S.M., Ph.D. 55 Broadlawn Pk., Chestnut Hill  
*Assistant Professor of Nursing Education  
 Assistant Dean, School of Nursing*
- ANN MAUGHN, M.S. 51 Nixon St., Dorchester  
*Instructor in Nursing Education*
- MYA MAUNG, Ph.D. 106 Overbrook Dr., Wellesley  
*Associate Professor of Finance*
- FRANCIS L. MAYNARD, Ph.D. 50 College Rd., Chestnut Hill  
*Associate Professor of Biology*
- JOHN J. MCALEER, Ph.D. 121 Follen Rd., Lexington  
*Professor of English*
- JOSEPH M. MCCAFFERTY, A.M. 40 Yeomans Ave., Medford  
*Assistant Professor of English*
- FRANCIS MCCAFFREY, Ph.D. 285 East St., West Bridgewater  
*Associate Professor of Physics*
- REV. JOHN R. MCCALL, S.J., Ph.D. 297 Commonwealth Ave., Boston  
*Director, Field Education, Weston College School of Theology*

---

REV. JOHN A. MCCARTHY, S.J., A.M. <i>Associate Professor of Philosophy</i>	St. Mary's Hall
JOHN F. MCCARTHY, Ph.D. <i>Associate Professor of English</i>	8 Evans Rd., Brookline
JOSEPH F. MCCARTHY, A.M., LL.B. <i>Assistant Professor of Law</i> <i>Assistant Dean, Chairman Admissions, Law School</i>	11 Harwick St., Brighton
JOSEPH M. MCCARTHY, A.B. <i>Assistant to Director, Institute of Human Sciences</i>	5 White St., Duxbury
MARY J. MCCARTHY, A.M. <i>Assistant Dean of Admissions</i>	21 Crowninshield Rd., Brookline
TIMOTHY E. MCCARTHY, Ph.D. <i>Associate Professor of Chemistry</i>	516 Grove St., Newton
REV. LEO P. MCCAULEY, S.J., Ph.D. <i>Professor of Classics</i>	St. Mary's Hall
REV. GERALD MCCOOL, S.J., Ph.D. <i>Visiting Associate Professor of Philosophy</i>	St. Mary's Hall
VINCENT A. MCCROSSEN, Ph.D. <i>Professor of Romance Languages and Literature</i>	41 Q. St., Hull
DANIEL L. MCCUE, JR., A.M., (cand.) Ph.D. <i>Assistant Professor of English</i>	On Leave
FRANCIS J. McDERMOTT, Ph.D. <i>Assistant Professor of English</i>	11 Belknap St., Arlington
REV. LEO McDONOUGH, S.J. <i>Instructor in Management</i> <i>Spiritual Counselor, School of Nursing</i>	Gonzaga Hall
F. CLIFFORD McELROY, M.L.S. <i>Librarian, Science Library</i>	30 Magnus Ave., Somerville
REV. ROBERT J. McEWEN, S.J., Ph.D. <i>Professor of Economics</i> <i>Chairman of the Department</i>	On Leave
GAIL A. McGRATH, A.M., (cand.) Ph.D. <i>Instructor in Speech</i>	46 Bryon Rd., W. Roxbury
MARY ANN McGUIRE, M.L.S. <i>Serials Librarian, Bapst</i>	28 Holton Pl., Lynn
PATRICIA A. McGUINNESS, M.S.W. <i>Assistant Professor of Social Work</i>	15 Weld Ave., Roxbury
REV. PAUL F. McHUGH, M.Ed., S.T.L. <i>Director, New England Catholic Education Center</i>	55 West Broadway, South Boston
JAMES P. McINTYRE, D.Ed. <i>Vice President for Student Affairs</i>	83 McCormack St., Malden
JOHN J. McKINNON, M.S.W. <i>Assistant Professor of Social Work</i>	362 Chamberlain St., Holliston
FRANCIS M. McLAUGHLIN, Ph.D. <i>Associate Professor of Economics</i>	160 Savannah Ave., Mattapan

- 
- REV. FREDERICK MCLEOD, S.J., M.A., S.T.L., (cand.) S.E.O.D.  
*Research Associate in Theology* 418 Beacon St., Boston
- MALCOLM MCLLOUD, A.M. On Leave  
*Assistant Professor of Classics*  
*Director of Intramurals*
- HENRY J. MCMAHON, A.M. 3 Moreland Ave., Newton  
*Assistant Professor of History*  
*Associate Dean, College of Arts and Sciences*
- REV. FRANCIS B. MCMANUS, S.J., A.M. St. Mary's Hall  
*Secretary of the University*
- RAYMOND T. McNALLY, Ph.D. 224 Aspinwall Ave., Brookline  
*Associate Professor of History*  
*Director, Russian and East European Center*
- ANNE MARIE McPEAK, R.N., M.S. 226 Jamaicaaway, Boston  
*Assistant Professor of Nursing Education*
- KATHERINE R. McQUEENEY, A.M. 84 Corey Rd., Brookline  
*Registrar, School of Nursing*
- REV. WALTER J. MEAGHER, S.J., Ph.D. St. Mary's Hall  
*Professor Emeritus of History*
- VALDA D. MELNGAILIS, Ph.D. 28 Old Coach Rd., Sudbury  
*Assistant Professor of Germanic Studies*
- REV. CLARENCE C. MENARD, O.M.I., Eccles.Hist.D. 102 Cushing St.,  
*Assistant Professor of Church History* Cambridge
- MICHAEL MENN, Ph.D. 15 Lorraine Cir., Waban  
*Assistant Professor of Mathematics*
- SAMUEL J. MILLER, Ph.D. 23 Hillside St., Roxbury  
*Associate Professor of History*
- TILLA K. MILNOR, Ph.D. 1 Winthrop Rd., Lexington  
*Associate Professor of Mathematics*
- PAULA L. MINEHAN, R.N., M.S. 2012 Commonwealth Ave., Brighton  
*Assistant Professor of Nursing Education*
- REV. PAUL MISNER, Th.D. 288 Chestnut Hill Ave., Brighton  
*Assistant Professor of Theology*
- REV. FRANCIS P. MOLLOY, S.J., A.M., S.T.L. St. Mary's Hall  
*Assistant Professor of Philosophy*
- DAVID MOMENT, D.B.A. 1484 Beacon St., Newton  
*Associate Professor of Management*
- MYRA MONAHAN, M.Ed., M.L.S. 125 Park Dr., Apt. 10, Boston  
*Assistant Librarian, Bapst*
- REV. JAMES L. MONKS, S.J., S.E.O.D. St. Mary's Hall  
*Associate Professor of Theology*
- LOUISE S. MOORE, A.M., M.Litt., Cantab. 260 Chestnut Hill Ave., Brighton  
*Assistant Professor of History*
- ROBERT E. MOORE, Ph.D. 61 McCarthy Rd., Newton Centre  
*Assistant Professor of Education*



- 
- JANE B. MOOSBRUKER, Ph.D. 1039 Massachusetts Ave., Cambridge  
*Assistant Professor of Psychology*
- BRIAN S. MORGAN, Ph.D. 96 Marshall St., Watertown  
*Assistant Professor of Psychology*
- REV. F. L. MORIARTY, S.J., S.T.D. 1627 Massachusetts Ave., Cambridge  
*Professor of Old Testament*
- KRISTIN D. MORRISON, Ph.D. 148 Williams St., Jamaica Plain  
*Assistant Professor of English*
- STEPHEN G. MORRISON, LL.B. 373 Medford St., Somerville  
*Associate Professor of Law*  
*Chief Librarian, The Law School*
- CASPER J. MORSELLO, Ph.D. 56 Commonwealth Ave., Boston  
*Assistant Professor of Romance Languages and Literature*
- REV. JAMES F. MOYNIHAN, S.J., Ph.D. St. Mary's Hall  
*Professor of Psychology*
- REV. EDWARD L. MURPHY, S.J., D.Miss. St. Mary's Hall  
*Professor of Theology*
- ELEANOR MURPHY, R.N., M.S. 137 North St., Newtonville  
*Assistant Professor of Nursing Education*
- REV. JOHN E. MURPHY, S.J., Ph.D. St. Mary's Hall  
*Business Manager*
- REV. JOHN J. MURPHY, S.J., A.M. St. Mary's Hall  
*Assistant Professor of Economics*
- SISTER KATHLEEN MURPHY, O.P., Ph.D. 5118 Washington St.,  
*Assistant Professor of Education* West Roxbury
- REV. PAUL J. MURPHY, S.J., A.M., S.T.L. St. Mary's Hall  
*Assistant Professor of Theology*
- REV. RICHARD T. MURPHY, S.J., Ph.D. On Leave  
*Associate Professor of Philosophy*
- PATRICK G. NASH, LL.M. 15 Ricker Rd., Newton  
*Visiting Professor of Law*
- PETER H. NASH, Ph.D. 65 Stonehenge Rd., Kingston  
*Visiting Professor, Institute of Human Sciences*
- JOSEPH L. NAVICKAS, Ph.D. On Leave  
*Associate Professor of Philosophy*
- DAVID NEIMAN, Ph.D. 1745 Commonwealth Ave., West Newton  
*Associate Professor of Theology*
- HARRIET J. NEMICCOLO, M.S.L.S. 1 Charles St., Wakefield  
*Reference Librarian, Graduate School of Social Work*
- JOHN J. NEUHAUSER, Ph.D. 5 Heard Rd., Wayland  
*Assistant Professor of Management*  
*Director, Computer Curriculum Planning*



- 
- REV. FRANCIS NICHOLSON, S.J., S.J.D. St. Mary's Hall  
*Associate Professor of Law*
- REV. EDWARD NORTON, S.V.D., Ph.D. 1530 Beacon St., Brookline  
*Assistant Professor of Education*
- VINCENT C. NUCCIO, D.Ed. 93 Hawthorne Ave., Needham  
*Associate Professor of Education*  
*Director, Center for Field Research and School Services*
- RONALD L. NUTTALL, Ph.D. 106 Washington St., Newton  
*Associate Professor of Psychology*  
*Institute Associate, Institute of Human Sciences*
- BERNARD A. O'BRIEN, Ph.D. 39 Ledgewood Dr., Cohasset  
*Associate Professor of Social Work*  
*Chairman, Human Behavior and the Social Environment*
- REV. FREDERICK, O'BRIEN, S.J., M.A., (cand.) Ph.D. Canisius Hall  
*Instructor in History*
- REV. GERARD C. O'BRIEN, S.J., Ph.D. On Leave  
*Assistant Professor of Philosophy*
- JOSEPH D. O'BRIEN, Ph.D. Riverside Drive, Norwell  
*Professor of Marketing*  
*Chairman of the Department*
- MAUREEN J. O'BRIEN, R.N., M.S. 5 Viking Ct., Apt. 45, Arlington  
*Associate Professor of Nursing Education*
- REV. J. A. O'CALLAGHAN, S.J., Ph.D. St. Mary's Hall  
*Professor of English*  
*Faculty Moderator of the Alumni*
- MARIE A. OCHAB, M.S. 11 Exeter St., Boston  
*Assistant Acquisitions Librarian, Bapst*
- REV. GERALD G. O'COLLINS, S.J., Ph.D. 24 Concord Ave., Cambridge  
*Visiting Professor of New Testament*
- THOMAS H. O'CONNOR, Ph.D. One Kew Rd., Braintree  
*Professor of History*  
*Chairman of the Department*
- KATHLEEN A. O'DONOGHUE, M.S.W. 1999 Commonwealth Ave.,  
*Associate Professor of Social Work* Brighton  
*Project Director for the Vocational Rehabilitation*  
*Administration Grant*
- ROBERT J. M. O'HARE, M.S. 13 Franklin St., Stoughton  
*Director, Bureau of Public Affairs*  
*Director of University Functions*
- REV. LEO P. O'KEEFE, S.J., A.M., S.T.L. St. Mary's Hall  
*Assistant Professor of Theology*
- RICHARD J. OLSEN, M.B.A. 33 Kings Rd., Canton  
*Executive Assistant to the President*

- 
- REV. TIMOTHY J. O'MAHONY, S.J., Ph.D. St. Mary's Hall  
*Professor of Philosophy*
- MARGUERITE M. O'MALLEY, R.N., M.Ed. 57 Winter St., Clinton  
*Assistant Professor of Nursing Education*
- ROBERT F. O'MALLEY, Ph.D. 389 Eliot St., Ashland  
*Associate Professor of Chemistry*
- REV. THOMAS P. O'MALLEY, S.J., D.Litt. Fitzpatrick House  
*Assistant Professor of Classics*  
*Acting Chairman of the Theology Department*
- REV. THOMAS P. O'MEARA, O.P., Ph.D. 1627 Massachusetts, Cambridge  
*Visiting Professor of Historical Theology*
- JEAN A. O'NEIL, M.S. 18 Ridge Hill Ave., Brockton  
*Assistant Professor of Nursing Education*
- JOHN D. O'REILLY, JR., LL.M. 28 Morse Rd., Newtonville  
*Professor of Law*
- JOSEPH A. ORLANDO, Ph.D. 40 Marlborough Rd., Waltham  
*Associate Professor of Biology*
- NAOMI OSTERMAN, M.S. in S.S. 55 Algonquin Dr., Warwick  
*Assistant Professor of Social Work*
- MARY C. O'TOOLE, A.M. 5 Allen Ave., Rockport  
*Assistant Professor of Education*  
*Associate Director, Student Teaching*
- THOMAS J. OWENS, Ph.D. 1662 Commonwealth Ave., Brighton  
*Associate Professor of Philosophy*
- YUH KANG PAN, Ph.D. 26 John St., Newton Centre  
*Assistant Professor of Chemistry*
- MR. FRANCIS J. PARKER, S.J., J.D. Rahner House  
*Instructor in Business Law*
- MARY L. PEKARSKI, A.B., B.S.L.S. 72 White St., Apt. 72, Lawrence  
*Librarian, School of Nursing*
- LORELLE J. PELLETIER, R.N., M.S. 34 Miami Ave., West Roxbury  
*Assistant Professor of Nursing Education*
- C. ALEXANDER PELOQUIN 43 Keene St., Providence, R.I.  
*Composer-in-Residence*
- THOMAS W. PERRY, Ph.D. 64 Russell Ave., Watertown  
*Associate Professor of History*
- HAROLD A. PETERSEN, Ph.D. 1791 Beacon St., Brookline  
*Associate Professor of Economics*
- LESLIE PHILLIPS, Ph.D. 134 Langley Rd., Newton Centre  
*Professor of Psychology*
- ALAN M. PHIPPS, Ph.D. 15 Lindbergh Rd., Framingham  
*Assistant Professor of Chemistry*

- 
- MARIA L. PICCHIO, Ph.D. 168 Westwood Rd., New Haven  
*Visiting Professor of Romance Languages and Literature*
- DORMAN PICKLESIMER, JR., M.A., (cand.) Ph.D. 107 Dorset Rd.,  
*Instructor in Speech* Holliston
- MATTHEW L. PISAPIA, M.S.S. 280 Washington St., Holliston  
*Director of Field Work, Graduate School of Social Work*
- ANDREJS PLAKANS, Ph.D. 4 Wilson Ave., Cambridge  
*Assistant Professor of History*
- REV. DONALD J. PLOCKE, S.J., Ph.D. Williams House  
*Assistant Professor of Biology*
- KENNETH POLK, Ph.D. 98 Strathmore Rd., Brookline  
*Institute Associate, Institute of Human Sciences*  
*Associate Professor of Sociology*
- FRANCIS D. POWELL, Ph.D. 14 Somerset Rd., West Newton  
*Assistant Professor of Sociology*
- THERESA A. POWELL, M.Ed. 577 Quincy Shore Dr., No. Quincy  
*Director of Physical Education*
- EDWARD J. POWER, Ph.D. 134 Prince St., Needham  
*Professor of Education*  
*Director, History and Philosophy*
- JOHN J. POWER, M.S. 251 Washington St., Canton  
*Assistant Professor of Physics*  
*Pre-Medical Advisor*
- THELMA POWERS, M.S. 8 Southview St., Dorchester  
*Instructor in Nursing Education*
- JOHN G. PRESTON, D.B.A. 184 Marlborough St., Boston  
*Associate Professor of Business Administration*
- PETER D. PREVETT, Ph.D. 26 Lynn Fells Pkwy., Melrose  
*Research Assistant Professor of Geology*
- ANNE D. PRINN, M.S. 36 Langley Rd., Brighton  
*Instructor in Nursing Education*
- FRED JOHN PULA, D.Ed. 4 Elko St., Brighton  
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*Assistant Professor of Philosophy*
- MAURICE J. QUINLAN, Ph.D. 2031 Commonwealth Ave., Brighton  
*Professor of English*
- ERNEST A. RAKOW, M.A. 444 Old Connecticut, Framingham  
*Instructor in Education*
- JOHN H. RANDALL III, Ph.D. 68 Roundwood Rd., Newton Upper Falls  
*Associate Professor of English*
- DAVID RASMUSSEN, Ph.D. 108 Ridge Ave., Newton Centre  
*Assistant Professor of Philosophy*



- BRIAN T. RATCHFORD, M.B.A., (cand.) Ph.D. 276 Renfrew St., Arlington  
*Instructor in Marketing*
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*Assistant Professor of Systematic Theology*
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*Assistant Professor of Theology*
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*Assistant Professor of English*
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*Professor of Law*
- ROBERT E. REITER, Ph.D. 4 Capri Drive, Framingham  
*Assistant Professor of English*
- ROBERT F. RENEHAN, Ph.D. 30 Norwich Rd., Needham  
*Associate Professor of Classics*
- NOEL J. REYBURN, D.Ed. Juniper Lane, Dover  
*Associate Professor of Education*  
*Associate Dean, School of Education*
- EDWARD N. REYNOLDS, Ph.D. 11 Embassy Rd., Brighton  
*Assistant Professor of Psychology*
- JAMES E. RICHARD, B.A. 45 Chiltern Rd., Weston  
*Professor of Business Administration*  
*Director, Management Center*
- REV. LUCIEN J. RICHARD, O.M.I., Ph.L., S.T.L. 102 Cushing St., Cambridge  
*Assistant Professor of Systematic Theology*
- DAVID B. RICHARDSON, M.B.A. 9 Gardner St., Peabody  
*Assistant Director of Admissions*
- PETER RIESER, Ph.D. 19 Woodneck Rd., Falmouth  
*Associate Professor of Biology*
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*Associate Professor of Mathematics*
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*Professor of Political Science*
- STEPHEN F. ROACH, Ph.D. 26 Geo. Aggott Rd., Needham  
*Professor of Education*
- OMER ROBBINS, Ph.D. 18 Wade St., Brighton  
*Professor of Chemistry*
- MARY E. ROBERTSON, D.S.W. 101 Pleasant St., Newton Centre  
*Professor of Social Work*



---

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LUIS ALBERTO RODRIGUEZ, Ph.D. <i>Assistant Professor of Finance</i>	214A West St., Needham Heights
SUZANNE MARIER ROGERS, A.M. <i>Instructor in Nursing Education</i>	On Leave
ROBERT M. ROSEN, J.D. <i>Instructor in Law</i>	20 Fairlawn Ave., Mattapan
JOHN J. RUANE, D.Ed. <i>Assistant Professor of Education</i>	218 Lakeshore Rd., Brighton
ALLYN RULE, Ph.D. <i>Assistant Professor of Biology</i>	57 Grove Hill Ave., Newton
IRVING J. RUSSELL, Ph.D. <i>Associate Professor of Chemistry</i> <i>Chairman of the Department</i>	20 Ledgewood Rd., Framingham
KATHERINE C. RYAN, R.N., M.S.N. <i>Instructor in Nursing Education</i>	46 Bradstreet Ave., Roslindale
REV. MARTIN E. RYAN, S.J., M.A., S.T.L. <i>Assistant Professor of Classics</i>	Shadowbrook, Lenox
REV. PATRICK J. RYAN, S.J., S.T.D. <i>Assistant Professor of Theology</i>	On Leave
WILLIAM RYAN, Ph.D. <i>Professor of Psychology</i>	865 Beacon St., Newton Centre
JAMES J. SACRÉ, A.M., (cand.) Ph.D. <i>Instructor in Romance Languages and Literature</i>	1277 Concord St., Framingham
PAULINE R. SAMPSON, R.N., M.Ed. <i>Assistant Professor of Nursing Education</i> <i>Assistant to Dean for Alumnae Relations</i>	18 Bigelow St., Brighton
PAUL W. SANDMAN, A.B. <i>Special Assistant, Student Affairs</i>	33 Clarendon Rd., Belmont
DENNIS J. SARDELLA, Ph.D. <i>Assistant Professor of Chemistry</i>	189 Cornell St., Roslindale
JOHN C. SATTLER, A.M., (cand.) Ph.D. <i>Instructor in Speech</i>	95 Grove St., Apt. 6, W. Roxbury
REV. DANIEL J. SAUNDERS, S.J., S.T.D. <i>Associate Professor of Theology</i>	St. Mary's Hall
JOHN F. SAVAGE, Ed.D. <i>Assistant Professor of Education</i>	13 Westgate Rd., Framingham
ABUL M. SAYIED, Ph.D. <i>Assistant Professor of Mathematics</i>	88 Holworthy St., Cambridge
MARGARET A. SCHATKIN, Ph.D., (cand.) Th.D. <i>Assistant Professor of Theology</i>	30 Old Colony Rd., Chestnut Hill
RACHAEL SCHEPKOWSKI, M.S.W. <i>Assistant Professor of Social Work</i>	47 Bowdoin St., Cambridge

- JOHN A. SCHMITT, Ph.D. 28 Louise St., Newton  
*Associate Professor of Education*  
*Associate Dean, School of Education*
- LT. COL. FRANK C. SCHOFIELD, U.S.A., B.Ed. 48 Howard St., Holliston  
*Professor of Military Science*  
*Chairman of the Department*
- REV. FRANZ SCHUPP, S.J., Ph.D. 1627 Massachusetts Ave., Cambridge  
*Visiting Professor of Historical Theology*
- SOLOMON L. SCHWEBEL, Ph.D. 14 Kerrydale Rd., Needham  
*Associate Professor of Physics*
- FRANK J. SEEGRABER, B.A., B.S.L.S. 6 Thwing St., Roxbury  
*Librarian, School of Management*
- MARY A. SEIDEL, R.N., M.S. 329 Harvard St., Cambridge  
*Instructor in Nursing Education*
- CHARLES J. SERNS, M.P.A., (cand.) Ph.D. 19 Sacramento St., Cambridge  
*Instructor in Political Science*
- JOHN P. SHANAHAN, Ph.D. 461 Washington St., Brighton  
*Associate Professor of Mathematics*
- THOMAS SHANNON, B.A. 261 Renfrew St., Arlington  
*Instructor in Germanic Studies*
- ANNE D. SHAPIRO, M.A., (cand.) Ph.D. 66 Alban Rd., Waban  
*Instructor in Fine Arts*
- JAMES E. SHAW, LL.M., M.B.A. Main St., Dunstable  
*Professor of Business Law*
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- JOHN J. SHEA, D.Ed. 107 Woodland Rd., Ashland  
*Assistant Professor of Education*
- REV. JOSEPH E. SHEA, S.J., Ph.D. St. Mary's Hall  
*Professor of Theology*
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*Assistant Professor of Theology*
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*Spiritual Counselor, College of Arts and Sciences*
- M. EVELYN SHEEHAN, R.N., M.S. 664A Washington St., Brighton  
*Associate Professor of Nursing Education*
- MARY C. SHEEHAN, R.N., M.S. 18 Brewster Rd., Wellesley Hills  
*Assistant Professor of Nursing Education*
- ROBERT L. SHEEHAN, Ph.D. 790 Boylston St., Boston  
*Associate Professor of Romance Languages and Literature*
- JOHN D. SHILLING, A.B., (cand.) Ph.D. 670 Washington St., Wellesley  
*Instructor in Economics*
- E. LOIS SHIMMIN, M.N. 20 Mathaurs St., Milton  
*Assistant Professor of Nursing Education*

- 
- REV. DANIEL J. SHINE, S.J., PH.D. On Leave  
*Associate Professor of Philosophy*
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*Professor of Romance Languages and Literature*
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*Associate Professor of English*
- SYLVIA SIMMONS, M.Ed. 3 Dean Rd., Wayland  
*Registrar, School of Management*
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*Professor of Geology and Geophysics*  
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*Professor of Law*
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*Instructor in Nursing Education*
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*Assistant Professor of Education*  
*Director, Urban Education Program*
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*Research Associate Professor, Institute of Human Sciences*  
*Associate Professor of Sociology*
- DAVID JOHN SMITH, A.M. 2001 Commonwealth Ave., Brighton  
*Assistant Director of Counseling and Guidance, College of Arts and Sciences*
- JAMES W. SMITH, LL.M. 35 Woodmere Rd., Framingham  
*Professor of Law*
- JOHN H. SMITH, PH.D. 100 Memorial Drive, Cambridge  
*Associate Professor of Mathematics*
- LEON SMOLINSKI, PH.D. 105 Winchester Rd., Brookline  
*Professor of Economics*
- JOHN J. SOPKA, JR., PH.D. 10 Hampden Rd., Framingham  
*Professor of Mathematics*  
*Director of University Computation Programs*
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*Librarian, Weston College School of Theology*
- ROBERTA K. SPURGEON, R.N., M.S. 208 Winthrop Rd., Brookline  
*Assistant Professor of Nursing Education*
- CHESTER S. STACHOW, PH.D. 3601 Village Rd. West, Norwood  
*Associate Professor of Biology*
- CHARLES M. STANTON, PH.D. 249 Crafts St., Newtonville  
*Assistant Professor of Education*



STEPHEN A. STATUTO, M.B.A. <i>Instructor in Marketing</i>	13 Jarvis St., Revere
BRUCE W. STENDER, Ph.D. <i>Assistant to Senior Vice-President</i>	5 Greenleaf Rd., Natick
ALLAN J. STIFFLEAR, M.L.S. <i>Cataloguer, Bapst</i>	105 Beacon St., Apt. 6, Boston
DAVID STOCKMAN <i>Director of Administrative Services</i>	600 California St., Newton
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OLGA STONE, D.MUS. <i>Assistant Professor of Fine Arts</i> <i>Musician-in-Residence</i>	4 Eden Ave., West Newton
SANDRA STONE, M.S. <i>Instructor in Nursing Education</i>	1580 Beacon St., Apt. 4, Brookline
ELIZABETH A. STRAIN, M.ED. <i>Registrar, School of Education</i>	144 Gerry Road, Brookline
RUTH A. STREBE, M.S. <i>Assistant Professor of Nursing Education</i>	101 Walker St., Newtonville
ROSEMARY STRINGER, A.B. <i>Assistant Director of Housing</i>	368 Elliot St., Apt. 7, Newton Upper Falls
JOHN P. STROMMER, M.A., (cand.) Ph.D. <i>Instructor in English</i>	78 Charles St., Boston
VISHUBHOTLA SUBRAHMANYAM, PH.D. <i>Assistant Professor of Chemistry</i>	5 Nottingham St., Newton Centre
JOHN J. SULLIVAN, A.M. <i>Assistant Professor of English</i>	On Leave
JOSEPH A. SULLIVAN, PH.D. <i>Professor of Mathematics</i>	92 Earle St., Norwood
REV. PATRICK A. SULLIVAN, S.J., PH.D. <i>Chief Librarian</i>	Shadowbrook
RICHARD S. SULLIVAN, LL.M. <i>Professor of Law</i>	20 Gerald Rd., Brighton
REV. WILLIAM D. SULLIVAN, S.J., PH.D. <i>Professor of Biology</i> <i>Director, Cancer Research Institute</i>	On Leave
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JOSEPH A. TACHE, A.M. <i>Assistant Dean of Students</i>	28 Shore Ave., Salem



- 
- VIVIANE TACONET, Doctorate d'Universite de Paris 15 Leicester St.,  
*Instructor in Romance Languages and Literature* Brighton
- REV. FELIX F. TALBOT, S.J., A.M., S.T.L. St. Mary's Hall  
*Assistant Professor of Theology*
- DAVID E. TANENBAUM, D.S.W. 182 Commonwealth Ave., Chestnut Hill  
*Professor of Social Work*  
*Associate Dean, Graduate School of Social Work*  
*Director of Curriculum*
- PETER S. H. TANG, PH.D. 267 Commonwealth Ave., Chestnut Hill  
*Professor of Political Science*
- EUGENE M. L. TAYLOR, M.ED. 18 Russell Rd., Winchester  
*Director of Counseling, School of Education*
- GAIL E. TAYLOR, M.S. 16 Montelio St., Quincy  
*Instructor in Nursing Education*
- CECIL F. TATE, M.A., (cand.) Ph.D. 135 Southerland Rd., Brighton  
*Instructor in English*
- RICHARD D. TETREAU, Ph.D. 42 Bryon Rd., Chestnut Hill  
*Assistant to the Director of Libraries*
- REV. CARL J. THAYER, S.J., A.M. St. Mary's Hall  
*Assistant Professor of Classics*
- PAUL R. THIE, PH.D. 240 Oak St., Westwood  
*Assistant Professor of Mathematics*
- CAROLYN THOMAS, D.S.W. 6 Lake Shore Ct., Brighton  
*Associate Professor of Social Work*
- KATHRYN H. THOMPSON, M.S.W. 1 Jean Rd., Arlington  
*Assistant Professor of Social Work*
- IDA W. TIERNEY, B.S.L.S., A.M. 11 Chenery Ter., Belmont  
*Assistant Catalog Librarian, Bapst*
- SERVANDO TIJERINA, A.M. (Cand.) Ph.D. 760 Metropolitan Ave., Hyde Park  
*Instructor in Romance Languages and Literature*
- JEFFREY A. TIMMONS, M.B.A., (cand.) Ph.D. 9 Elmwood Park,  
*Instructor in Business Administration* Newtonville
- YU-CHEN Y. C. TING, Ph.D. 230 Bonad Rd., Brookline  
*Professor of Biology*
- BARCLAY TITTMANN, D.èsL. Muster Field Rd., Concord  
*Assistant Professor of Romance Languages and Literature*
- JOHN J. TOBIN, A.M. (Cand.) Ph.D. 439 River St., Mattapan  
*Instructor in English*
- REV. JEROME L. TONER, O.S.B., PH.D. 35 Brooks St., East Boston  
*Visiting Professor of Management*
- REV. FRANCIS J. TOOLIN, S.J., PH.D. St. Mary's Hall  
*Professor Emeritus of Philosophy*
- REV. CHARLES B. TOOMEY, S.J., A.M. St. Mary's Hall  
*Assistant Professor of Philosophy*

- EILEEN M. TOSNEY, A.M. 4 Glen Ave., Methuen  
*Registrar, College of Arts and Sciences*
- JOHN F. TRAVERS, D.ED. 15 Plymouth St., Arlington  
*Professor of Education*
- JOSEPH J. TREMONT, Ed.D. 92 Washington St., Ayer  
*Assistant Professor of Education*
- RICHARD W. TRESCH, A.B., (cand.) Ph.D. 201 Wickham Way, Norwood  
*Instructor in Economics*
- REV. JOHN R. TRZASKA, S.J., PH.D. St. Mary's Hall  
*Assistant Professor of Chemistry*
- DAVID P. TWOMEY, LL.B., M.B.A. 155 Williams St., Boston  
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*Director of University Research*
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*Assistant Professor of Physics*
- WILLIAM G. VALANCE, Ph.D. 74 Robbins Rd., Sudbury  
*Assistant Professor of Chemistry*
- REBECCA M. VALETTE, PH.D. 16 Mt. Alvernia Rd., Chestnut Hill  
*Associate Professor of Romance Languages and Literature*  
*Director, Language Laboratory*  
*Assistant to the Dean of the College of Arts and Sciences*
- L. SCOTT VAN DOREN, M.A., (cand.) Ph.D. 1654 Massachusetts Ave.,  
Cambridge  
*Instructor in History*
- JOHN E. VAN TASSEL, JR., PH.D. 15 Lois Dr., Walpole  
*Professor of Management*
- HERTA S. VARENAIS, MAG.IUR. 4 Hagar St., Jamaica Plain  
*Assistant Librarian, Law School*
- CHARLES L. VAUGHN, PH.D. 41 Stratford Road, Needham  
*Associate Professor of Business Administration*  
*Director, Office of Special Programs*
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*Assistant Professor of Speech*
- MILDRED E. VIEIRA, PH.D. 5 Colliston Rd., Brighton  
*Assistant Professor of Romance Languages and Literature*
- JERRY A. VISCIONE, M.B.A. 9 Beachview Rd., East Boston  
*Instructor in Finance*
- GEORGE VOGEL, D.SC. 72 Canterbury Rd., Newton Highlands  
*Professor of Chemistry*
- JOHN M. VON FELSINGER, PH.D. 44 Mt. Vernon St., Boston  
*Professor of Psychology*  
*Chairman of the Department*
- ANDREW J. VON HENDY, PH.D. 225 Chestnut Hill Ave., Brighton  
*Associate Professor of English*  
*Assistant Chairman of the Department*
- JOSEPHINE VON HENNEBERG, LITT.D. 618 Edmands Rd., Framingham  
*Associate Professor of Fine Arts*  
*Chairman of the Department*

- 
- ELEANOR F. VOORHIES, R.N., M.N., A.M. 94 Edgewood Rd., Westwood  
*Associate Professor of Nursing Education*
- ALLEN M. WAKSTEIN, PH.D. 17 Ridgefield Dr., Framingham  
*Associate Professor of History*  
*Institute Associate, Institute of Human Sciences*
- DOROTHY J. WALKER, R.N., Ph.D. 260 Mt. Auburn St. A2D, Watertown  
*Associate Professor of Nursing Education*
- ROBERT B. WALLACE, B.A., (cand.) Ph.D. 395 Marlboro St., Boston  
*Instructor in Economics*
- NANCY V. WALLWORK, M.S.W. 24 Peabody Ter., Cambridge  
*Assistant Professor of Social Work*
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*Dean of Admissions*
- JOHN J. WALSH, PH.D. 82 Sutton Rd., Needham  
*Professor of Education*  
*Director, Catholic Education Research Center*
- KENNETH A. WALTZER, M.A., (cand.) Ph.D. 110 Trowbridge St.,  
*Instructor in History* Cambridge
- LILY C. WANG, PH.D. 186 Upland Rd., Cambridge  
*Assistant Professor of Slavic and Eastern Languages*
- THOMAS E. WANGLER, PH.D. 17 Maple Ave., Newton  
*Assistant Professor of Theology*
- LOIS R. WEBB, M.S.S. 215 Fisher St., Needham  
*Assistant Professor of Social Work*
- KENNETH W. WEGNER, D.ED. 27 Dartmouth Ave., Needham Heights  
*Associate Professor of Education*
- GUNTHER M. WEIL, PH.D. 271 Mount Auburn St., Cambridge  
*Assistant Professor of Psychology*
- THERESA H. WEISBERGER, M.S.S.A. 5 Cutler Ave., Cambridge  
*Assistant Professor of Social Work*
- REV. FRANCIS X. WEISER, S.J., S.T.D., Ph.D. St. Mary's Hall  
*Professor of Theology*
- NORMAN J. WELLS, PH.D. On Leave  
*Professor of Philosophy*
- NANCY WEYANT, M.S.L.S. 1722 Commonwealth Ave., Brighton  
*Reference Librarian, Science Library*
- THOMAS B. WHELAN, M.B.A. 2 Ballard Ter., Lexington  
*Instructor in Accounting*
- DONALD J. WHITE, PH.D. 25 Pilgrim Rd., Milton  
*Professor of Economics*
- FREDERICK E. WHITE, PH.D. 12 Columbia Rd., Beverly  
*Professor of Physics*  
*Assistant Dean, Graduate School of Arts and Sciences*



- 
- REV. ROBERT P. WHITE, S.J., A.M., S.T.L., J.C.L.      Weston College  
*Assistant Professor of Pastoral Theology*
- MARY M. WIENERS, M.S.      89 Hawthorne Rd., Braintree  
*Instructor in Nursing Education*
- ROBERT G. WILLIAMS, A.M.      69 Walsh St., Framingham  
*Assistant Professor of Sociology*
- JOHN B. WILLIAMSON, B.S., (cand.) Ph.D.      3 Durham St., Somerville  
*Institute Associate, Institute of Human Sciences*  
*Assistant Professor of Sociology*
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*Professor of Law*
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*Associate Professor of History*
- LAWRENCE A. WING, M.S., (Cand.) Ph.D.      7 Cedar Lane, Medfield  
*Instructor in Geology and Geophysics*
- RICHARD E. WINSLOW, A.M., (Cand.) Ph.D.      1638 Commonwealth Ave., Brighton  
*Instructor in Mathematics*
- ROBERT K. WOETZEL, Ph.D., J.D.      On Leave  
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*Dean, Evening College*
- PATRICK WREATH, Ph.D.      261B Derby St., West Newton  
*Assistant Professor of Slavic and Eastern Languages*
- FRANCIS T. WU, Ph.D.      14 Colby Road, Wellesley  
*Assistant Professor of Geology and Geophysics*
- SILAS WU, Ph.D.      32 Myerson La., Newton Centre  
*Associate Professor of History*
- KOZO YAMAMURA, Ph.D.      86 Algonquin Rd., Chestnut Hill  
*Professor of Economics*
- CHAI HYUN YOON, Ph.D.      29 Great Rock Rd., Sherborn  
*Professor of Biology*
- HELEN J. YOUNG, Ph.D.      Acton St. at Heald Rd., Carlisle  
*Assistant Professor of Physics*
- BERJ ZAMKOCHIAN, M.M., Arts D. (hon.)      10 First Parish Rd., Canton  
*Organist for the University*
- FREDERICK J. ZAPPALA, M.B.A., C.P.A.      24 Sargent Rd., Winchester  
*Assistant Professor of Accounting*
- GEORGES H. ZAYED, D.èsL.      2003 Commonwealth Ave., Brighton  
*Professor of Romance Languages and Literature*
- HILLER B. ZOBEL, LL.B.      79 Robbins Rd., Lexington  
*Associate Professor of Law*
- MAJOR RAYMOND ZUGEL, U.S.A., B.S.E.E.      2 East Militia Hts., Needham  
*Assistant Professor of Military Science*



## LECTURERS

- JAMES L. AGELOPOULOS, M.S.S.S., *Social Work*  
Graduate School of Social Work 105 Albemarle Rd., Norwood
- ANN ALBERTI, B.S., *Nursing Education*  
School of Nursing 150 Oakland St., Malden
- BENEDICT S. ALPER, A.B., *Sociology*  
College of Arts and Sciences 146 Tappan St., Brookline
- ROBERT L. ANSTEY, Ph.D., *Geology and Geophysics*  
College of Arts and Sciences 11 Brookdale Road, Natick
- REV. DANIEL BARRETT, A.M., *Education*  
School of Education 78 Hood St., Newton
- ALBERT A. BENNETT, Ph.D., *Mathematics*  
Mathematics Institute 85 Congdon St., Providence
- RONALD BLEAKNEY, M.B.A., *Management*  
School of Management 27 Orchard Rd., Natick
- PAUL A. BOULANGER, Ph.D., *Romance Languages and Literature*  
Evening College 22 Whittier Rd., Wellesley Hills
- MARY JOE BREGENZER, M.A., (Cand.) Ph.D., *History*  
College of Arts and Sciences Milton Academy, Milton
- PHYLLIS V. BROMWELL, R.N., M.Ed., *Nursing Education*  
School of Nursing 259 Main St., Hingham
- L. KAY BROSCART, Ph.D., *Sociology*  
College of Arts and Sciences 37 Pilgrim Rd., Natick
- ROBERT F. BUCK, A.M., *Sociology*  
Evening College 9 Pilgrim Rd., Hingham
- ANN BURGESS, D.N.Sc., *Nursing Education*  
School of Nursing 228 Highland Ave., West Newton
- JOHN W. BURKE, M.Ed., *Special Education and Rehabilitation*  
Graduate School of Arts and Sciences 33 Frankton Ave., Brockton
- AMNON CASPI, Ph.D., *Management*  
School of Management 76 Bryon Rd., Apt. 6, Chestnut Hill
- LAL C. CHUGH, M.A., (Cand.) Ph.D., *Economics*  
College of Arts and Sciences 34 Conant Hall, Cambridge
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School of Management 65 Warren Ave., Stoughton
- BERYL W. COHEN, LL.B., *Social Work*  
Graduate School of Social Work 227 Tappan Rd., Brookline
- HASKEL COHEN, Ph.D., *Education*  
School of Education R.F.D. #2, Littleton
- FRANCIS J. COLLINS, M.Ed., *Education*  
School of Education 22 Bow St., Millis
- REV. JOHN J. CONNELLY, S.T.D., *Theology*  
College of Arts and Sciences St. Johns Seminary, Brighton
- EDWARD J. CONNOLLY, M.Ed., *Special Education and Rehabilitation*  
Graduate School of Arts and Sciences 44 Jean St., Hanson
- SR. MARY CORCORAN, M.S., *Education*  
School of Education 444 Center St., Milton

- PHILIP J. CRAFTS, A.M., *Special Education and Rehabilitation*  
Graduate School of Arts and Sciences Box 224, Hopkinton
- JAMES D. CREGAN, M.B.A., *Accounting*  
Evening College 533 Hammond St., Chestnut Hill
- JACQUELINE P. CRISCENTI, Ph.D., *Mathematics*  
Mathematics Institute 28 Richard Rd., Needham
- CARL DAVIS, M.Ed., *Special Education and Rehabilitation*  
Graduate School of Arts and Sciences  
175 North Beacon St., Watertown
- DOROTHY SINNES DERODAS, M.A., *Romance Languages and Literature*  
College of Arts and Sciences 411 Beacon St., Boston
- PHILIP A. DIMATTIA, M.Ed., *Special Education and Rehabilitation*  
Graduate School of Arts and Sciences 30 Ravine Ter., Melrose
- CYNTHIA DOCTOROFF, M.S., *Nursing Education*  
School of Nursing 7 Flynn St., Natick
- ROSE A. DOHERTY, A.M., *English*  
College of Arts and Sciences 25 Irving Ter., Cambridge
- ELLEN H. DONAHUE, M.A., *Education*  
School of Education 176 Sherman Rd., Chestnut Hill
- PAUL H. DOORLY, M.B.A., *Graduate Business Administration*  
School of Management 46 Churchill Rd., Westwood
- REV. ARTHUR J. DRISCOLL, M.S., *Natural Science*  
College of Arts and Sciences 350 So. Huntington Ave., Jamaica Plain
- INGRID DUCKWORTH, M.A., (Cand.) Ph.D., *Germanic Studies*  
College of Arts and Sciences 56 College Ave., West Somerville
- JUDITH DYER, B.S., *Nursing Education*  
School of Nursing 31 Westbourne Ter., Brookline
- MARIE FARRELL, R.N., M.S., *Nursing Education*  
School of Nursing 53 Appled D'or Rd., Framingham
- MARY E. FARREY, A.M., *Mathematics*  
Mathematics Institute 32 Shornecliffe Rd., Newton
- REV. JOHN T. FINNEGAN, J.C.D., *Pastoral Theology*  
Weston College School of Theology Pope John XXIII Sem., Weston
- REV. G. R. FITZGERALD, C.S.P., A.M., *Theology*  
College of Arts and Sciences 209 College Ave., Medford
- JOHN FITZPATRICK, M.S.W., *Social Work*  
Graduate School of Social Work 50 Marshall St., Westwood
- JAMES F. FLAGG, JR., A.M., *Romance Languages and Literature*  
College of Arts and Sciences 148 Oak Crest Drive, Framingham
- REV. DANIEL J. FOLEY, S.J., A.M., S.T.L., *Pastoral Theology*  
Weston College School of Theology Bea House
- CHARLES J. FOX, M.B.A., C.P.A., *Accounting*  
School of Management 8 Pine Lane, Westwood
- LAWRENCE E. FOX, M.A., *Education*  
Graduate School of Arts and Sciences 70 Mt. Vernon, Boston
- FLORENCE FRAUMENI, D.Ed., *Education*  
Evening College 20 Tower Hill Rd., Braintree

- 
- RICHARD M. FREELAND, Ph.D., *History*  
 College of Arts and Sciences 160 Strathmore Rd., Brighton
- ROBERT S. FUCHS, LL.B., *Law*  
 Law School 140 Oliver Rd., Waban
- WILLIAM GABOVITCH, LL.M., *Law*  
 Law School 178 Beethoven Ave., Waban
- GEORGE E. GARCIA, M.D., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 118 Greenacre Rd., Westwood
- JOHN GARRITY, A.M., *Slavic and Eastern Languages*  
 College of Arts and Sciences 7 Sumner Rd., Cambridge
- LOUISA GELSER, M.S., *Nursing Education*  
 School of Nursing 20 Emerson Rd., Wellesley Hills
- JAMES H. GRAHAM, M.D., *Biology*  
 College of Arts and Sciences 120 Melrose St., Melrose
- ELIZABETH GREEN, M.A., *English*  
 College of Arts and Sciences 91 Pickwick Road, West Newton
- GISELA HALE, M.A., *Germanic Studies*  
 College of Arts and Sciences 66 Flagger Drive, Marshfield
- REV. EDWARD F. HALLEN, S.J., S.T.D., *Theology*  
 Shadowbrook Cranwell School, Lenox
- REV. DANIEL J. HARRINGTON, S.J., M.A., (Cand.) Ph.D., *Theology*  
 Evening College Weston College, Weston
- NORMAN HARRIS, M.A., *Education*  
 School of Education 102 Sudbury Rd., Concord
- CONSTANCE W. HASSETT, B.A., *English*  
 College of Arts and Sciences 11 Peabody Ter., Cambridge
- ETHEL HEINS, M.A., *Education*  
 School of Education 18 Warwick Rd., W. Newton
- WILLIAM T. HEISLER, M.S., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 175 North Beacon St., Watertown
- HOPE HIBBARD, M.S., *Nursing Education*  
 School of Nursing 37 Lee St., Cambridge
- RICHARD A. HILL, M.B.A., *Management*  
 School of Management 213 Pleasant St., Reading
- JOHN HOGAN, M.S., (Cand.) Ph.D.  
 Graduate School of Arts and Sciences 20 Dorothy Rd., Sudbury
- RICHARD J. HOLT, M.S., *Geology and Geophysics*  
 College of Arts and Sciences 85 Warren Ave., Marlboro
- WILLIAM J. HORNE, A.M., *Graduate Business Administration*  
 School of Management 95 Monroe Rd., Quincy
- CYNTHIA HOSAY, A.M., (Cand.) Ph.D., *Romance Languages and Literature*  
 College of Arts and Sciences 2 Larose Pl. Apt. 10, Brighton
- ROBERT J. JEPSON, JR., M.B.A., C.P.A., *Accounting*  
 Evening College 2 Arbroth St., Dorchester
- CAROL JOHNSON, M.Ed., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 108 Winthrop St., Watertown



- DAVID KAPLAN, M.B.A., *Graduate Business Administration*  
 School of Management 216 Highland Ave., Newtonville
- MARY E. KEARNEY, M.S.W., *Social Work*  
 Graduate School of Social Work 60 Brattle St., Cambridge
- JOHN P. KEELAN, JR., M.B.A., C.P.A., *Accounting*  
 Evening College 15 Greeley Circle, Arlington
- CAROL M. KEENE, B.S., *Nursing Education*  
 School of Nursing 15 Corcoran Rd., Burlington
- HELEN KELIHER, R.N., M.S., *Nursing Education*  
 School of Nursing 16 Reservoir Dr., Randolph
- MARGARET J. KENNEY, A.M., *Mathematics*  
 Mathematics Institute 17 Ellis St., Quincy
- SR. REGINA MARIE KOCH, Ph.D., *Germanic Studies*  
 College of Arts and Sciences Regis College, Weston
- BARRETT I. KRASNER, M.S.S.S., *Social Work*  
 Graduate School of Social Work Wolf Rock Rd., Carlisle
- JANET KROLL, A.B., *Mathematics*  
 Mathematics Institute 38 Meadowview Rd., Hyde Park
- ROBERT A. KUPPENS, M.B.A., *Management*  
 Evening College 47 Parker St., Westwood
- ARTHUR J. LATHAM, M.Ed., *Geology and Geophysics*  
 College of Arts and Sciences 16 Berkshire St., West Chelmsford
- PAULA LEVENTMAN, A.M., *Sociology*  
 College of Arts and Sciences 189 Bellevue St., Newtonville
- DAVID M. LINK, M.B.A., *Graduate Business Administration*  
 School of Management 4 Gerard Terrace, Lexington
- KAREN LONDON, M.A., *Education*  
 School of Education 33 Dover Rd., Wellesley
- RICHARD H. LUND, A.M., *Fine Arts*  
 Evening College Eddy Hall U. Conn. B89, Storrs, Conn.
- LAWRENCE McDONALD, O.D., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 5 Temple Rd., Wellesley
- THEODORE O. MACKLIN, A.M., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 92 Atlantic Ave., Cohasset
- ROBERT J. MARTEL, M.B.A., *Graduate Business Administration*  
 School of Management 116 Park Ave., Revere
- RANDOLPH J. MARTIN, B.S., (Cand.) Ph.D., *Geology and Geophysics*  
 Evening College 28 Fayette St., Watertown
- REV. RICHARD P. MCBRIEN, S.T.D., *Theology*  
 College of Arts and Sciences Pope John Seminary, Weston
- MICHAEL W. MCCAILL, M.A., (Cand.) Ph.D., *History*  
 College of Arts and Sciences 59 Fairmont St., Cambridge
- DOUGLAS H. MCCAY, A.M., *English*  
 College of Arts and Sciences 41 Commonwealth Ave., Chestnut Hill
- PAUL R. MCDADE, M.Ed., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 136 Trapelo Rd., Waltham



- 
- JOSEPH A. McDONOUGH, M.Ed., LL.B., *Accounting*  
 School of Management 50 Milwood St., Dorchester
- ROBERT J. McDOWELL, A.M., *Management*  
 School of Management 7 Woodlawn Ave., Wellesley
- JAMES F. MCGILL, M.B.A., *Graduate Business Administration*  
 School of Management 47 Crystal Hill Terrace, Westwood
- REV. THOMAS H. MCGILL, S.J., M.A., (Cand.) Ph.D., *Theology*  
 Evening College Weston College, Weston
- RICHARD F. MCGRAIL, M.Ed., (Cand.) Ph.D., *Education*  
 School of Education 40 Queen's Way, Framingham
- DAVID J. McLACHLAN, M.B.A., *Graduation Business Administration*  
 School of Management 36 Ansie Rd., Chelmsford
- LEOPOLD R. MICHEL, M.S., *Graduate Business Administration*  
 School of Management Wadden Court, Marblehead
- W. ALLAN MILLS, Ph.D., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences  
 52 Morningside Dr., Arlington
- WILLIAM MIRANDA, A.B., *Fine Arts*  
 College of Arts and Sciences 37 Brook St., Brookline
- PAUL V. MULKERN, M.S.S.W., *Graduate Business Administration*  
 School of Management 11 Spafford Rd., Milton
- RICHARD MUMMA, M.A., *Theology*  
 College of Arts and Sciences 34 Garfield St., Cambridge
- JOHN F. MUNGOVAN, M.S.S.W., *Sociology*  
 College of Arts and Sciences 22 Martin Rd., Milton
- VINCENT J. MURPHY, M.S., *Geology and Geophysics*  
 Graduate School of Arts and Sciences 89 Traincroft Rd., Medford
- PATRICIA MURRAY, B.S.N., *Nursing Education*  
 School of Nursing 8 Whittier Place, Boston
- DAVID S. NELSON, J.D., *Social Work*  
 Graduate School of Arts and Sciences 91 Munroe St., Roxbury
- EDWARD J. O'BRIEN, M.A., *Education*  
 School of Education 17 Bruee Rd., Norwood
- ELINOR M. O'BRIEN, Ph.D., *Biology*  
 College of Arts and Sciences 4 Briar Hill Dr., Lynn
- ROBERT B. O'BRIEN, M.B.A., *Theology*  
 School of Management 15 Orient Ave., E. Boston
- MR. JAMES V. O'CONNOR, S.J., M.S.T., *Geology and Geophysics*  
 College of Arts and Sciences Faber House
- REV. JAMES A. O'DONOHUE, J.C.D., *Theology*  
 College of Arts and Sciences St. Johns Seminary, Brighton
- COMMISSIONER ROBERT F. OTT, M.S.W., *Social Work*  
 Graduate School of Social Work 4 Brier Rd., West Roxbury
- THOMAS E. PALMER, M.B.A., *Graduate Business Administration*  
 School of Management 545 Oak St., Westwood

- 
- IRENE M. PASSIOS, M.Ed., *Education*  
School of Education 72 Highland St., Lunenburg
- DONALD H. PETERS, Ph.D., *Graduate Business Administration*  
School of Management 29 Trickett Rd., Lynnfield
- ROBERT T. PRITCHARD, M.B.A., *Graduate Business Administration*  
School of Management 53 Salisbury St., Winchester
- ROBERT E. RIECKER, Ph.D., *Geology and Geophysics*  
College of Arts and Sciences Farrar Rd. R.F.D., South Lincoln
- LEO H. RILEY, M.D., *Special Education and Rehabilitation*  
Graduate School of Arts and Sciences 525 Walnut St., Newtonville
- NAN ROBBINS, M.Ed., *Special Education and Rehabilitation*  
Graduate School of Arts and Sciences 105 Hammond Rd., Belmont
- GERALD A. ROGOVIN, M.S., *Marketing*  
Evening College 51 Shorncliffe Rd., Newton
- NIKITA D. RODKOWSKY, M.A., *History*  
Evening College 10 University Dr., Natick
- NANCY ROSENOFF, A.M., *English*  
College of Arts and Sciences 26 Commonwealth Ter., Brighton
- JACK E. ROSIN, M.B.A., *Management*  
School of Management 52 Ledyard Rd., Winchester
- BERNARD RUDWICK, M.E.E., *Graduate Business Administration*  
School of Management 17 Suzanne Rd., Lexington
- ROBERT B. RUSSELL, A.M., *English*  
Evening College 20 Auckland St., Dorchester
- JOHN R. SALMON, LL.B., *Finance*  
School of Management 6 Putnam Rd., Arlington
- SAMUEL SHAPIRO, M.B.A., C.P.A., *Graduate Business Administration*  
School of Management 72 Mt. Vernon St., Boston
- ROBERT SHRUM, A.B., LL.B., *Speech*  
College of Arts and Sciences 323 Williams House
- VITO SILVESTRI, Ph.D., *Speech*  
College of Arts and Sciences 32 Ridge Rd., Belmont
- ARSHALOUS SIMEONIAN, *Dipl. Law., Dipl. Econ.*  
College of Arts and Sciences 219 Commonwealth Ave., Chestnut Hill
- C. KENNETH SIMPSON, A.M., (Cand.) Ph.D., *Psychology*  
College of Arts and Sciences 11 Embassy Rd., Brighton
- JOSEPH N. SMIRLODO, M.B.A., *Graduate Business Administration*  
School of Management 14 Anthony Rd., Newtonville
- ROBERT W. SMITH, B.S., *Special Education and Rehabilitation*  
Graduate School of Arts and Sciences 92 Gregory Rd., Holliston
- REV. SIMON E. SMITH, S.J., A.M., M.Th., *Pastoral Theology*  
Weston College School of Theology 1627 Massachusetts Cambridge
- JOLANE SOLOMON, Ph.D., *Biology*  
College of Arts and Sciences 295 Reservoir Rd., Chestnut Hill

- 
- DOROTHY SPARROW, Ph.D., *Economics*  
 College of Arts and Sciences 15 Homestead St., Waban
- REV. THEODORE STEEMAN, O.F.M., drs., (Cand.) Ph.D., *Theology*  
 College of Arts and Sciences 40 Lake St., Brighton
- ERIC J. STENHOLM, LL.B., M.B.A., C.P.A., *Accounting*  
 School of Management 137 Walnut St., Dedham
- ANDREW J. STOLLAR, A.M., (Cand.) Ph.D., *Economics*  
 College of Arts and Sciences 36 Scotney Rd., Chestnut Hill
- JOSEPH STONE, A.M., (Cand.) Ph.D., *English*  
 College of Arts and Sciences 662 Green Street, Cambridge
- REV. LAWRENCE SULLIVAN, O.C.D., M.A., (Cand.) Ph.D., *Theology*  
 College of Arts and Sciences 1991 Dorchester Ave., Dorchester
- RT. REV. STANISLAUS T. SYPEK, Ph.D., *Sociology*  
 Evening College 22 Eldridge Rd., Jamaica Plain
- VERA L. TARANOVSKÁ, A.M., *Slavic and Eastern Languages*  
 College of Arts and Sciences 309 Lake St., Arlington
- ALAN P. THAYER, M.B.A., *Management*  
 School of Management 19 Barbara Rd., Sudbury
- REV. JOHN L. THOMAS, S.J., Ph.D., *Theology*  
 Evening College 42 Kirkland St., Cambridge
- ARTHUR H. TIGER, M.D., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 400 Brookline Ave., Boston
- REV. JOHN M. TOOMEY, S.T.L., *Theology*  
 College of Arts and Sciences 262 Needham St., Dedham
- LOUIS J. TOTINO, M.B.A., *Graduate Business Administration*  
 School of Management 105 Robert Rd., Dedham
- REV. NORMAND TOUSIGNANT, S.T.L., (Cand.) Ph.D., *Pastoral Theology*  
 Weston College School of Theology 102 Cushing St., Cambridge
- BIRGIT UJANDIZAGA, M.A., *Germanic Studies*  
 College of Arts and Sciences 624 Hyde Park Ave., Hyde Park
- REV. FRANS JOSEF VAN BEECK, Ph.D., *Theology*  
 College of Arts and Sciences 161 Foster St., Brighton
- ADOLF L. VANDENDORPE, Ph.D., *Economics*  
 College of Arts and Sciences 42 Long Ave., Allston
- HUGO R. VIGOROSO, M.Ed., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 1 Colonial Vill. Dr., Arlington
- ROSE VIVIAN, M.Ed., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences  
 Perkins School for Blind, Watertown
- ANNELIESE WAINER, A.M., *Germanic Studies*  
 College of Arts and Sciences 56 Thorndike St., Brookline
- WILLIAM R. WALKOWIAK, A.M., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 59 Gilman Rd., Waltham



- EDNA M. WARD, M.Ed., *Special Education and Rehabilitation*  
 Graduate School of Arts and Sciences 15 Jefferson Ave., Norwell
- BEATRICE S. WAX, B.A., *Education*  
 School of Education 347 Waban Ave., Waban
- ALAN WEINBLATT, A.M., (Cand.) Ph.D., *English*  
 College of Arts and Sciences 287 Harvard St., Cambridge
- RICHARD E. WELCH, A.M., (Cand.) Ph.D., *History*  
 College of Arts and Sciences Old Rd. To 9 Acre Dr., Concord
- JEROME WESTERMAN, B.S., *Management*  
 School of Management 13 Heath Rd., West Peabody
- LEDONIA S. WRIGHT, M.S., (Cand.) Ph.D., *Psychology*  
 College of Arts and Sciences 142 Davis Ave., Brookline
- URSULA ZIEBARTH, M.A., *Germanic Studies*  
 College of Arts and Sciences 371 Central St., Auburndale
- JOHN L. ZIMKA, A.M., *Accounting*  
 School of Management 42 Bayberry Dr., Sharon
- SISTER LENORA ZINICOLA, B.S., *Nursing Education*  
 School of Nursing 31 Warren St., Brighton
- ROBERT P. ZIOMEK, M.B.A., *Graduate Business Administration*  
 School of Management 16 Spring St., Lexington



## FELLOWS AND ASSISTANTS

## TEACHING FELLOWS

DANIELLE ATALA	German
A.B., Albert-Ludwigs Universitat	
SISTER IRENE BASQUE	Romance Languages
B.A., Belmont Abbey College; M.A., Boston College	
RICHARD BEAUVAIS	Psychology
A.B., University of Connecticut;	
A.M., University of California, Berkeley	
ROBERT BERTOCCHI	Economics
B.A., Dartmouth College	
KATHERINE I. BEST	Education
B.S., State College at North Adams;	
M.Ed., State College at Framingham	
CHRISTINE BRANSON	Economics
B.A., Rosary College	
GENE H. BROWN	Education
B.S., Florida A & M; M.Ed., Boston College	
JANET P. BURKE	Education
B.S., Boston College; M.Ed., Boston College	
STEPHEN BUSER	Economics
B.A., Princeton University	
KEVIN CALLAHAN	Education
A.B., Holy Cross	
CHARLES CARR	Chemistry
B.S., State College at Boston	
GIOVANNI CATALANI	Romance Languages
Ph.L., University of Rome	
DONNA CHIACCHIA	Mathematics
A.B., Boston College	
JOHN CHIZMAR	Economics
B.S., St. Vincent College	
THOMAS CIBOTTI	Education
A.B., Boston College; M.Ed., Boston State College	
DONALD CLATTENBURG	Classics
B.A., St. Mary's University, Halifax	
LINDA COCCA	Education
B.S., College of St. Rose	
MARY CONDON	English
B.A., Clark College	
JOHN COUGHLIN	Biology
B.S., Tufts University	

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ELVIRA DICELLO B.A., St. Mary's College	English
M. JACQUELINE DOTTA B.A., Webster College	English
PAULINE DUHAMEL A.B., State College at Salem	Mathematics
THOMAS EARLY B.A., Hiram College	Philosophy
ROBERTA EDDY A.B., Annhurst College	Mathematics
JULIEN FARLAND B.A., Holy Cross	Philosophy
JAMES FARRINGTON B.A., St. Francis	Chemistry
SISTER MARY-JANE FERRIER, R.S.C.J. B.A., McGill University, Montreal; M.A., San Francisco College/Women	Education
VINCENT FICCAGLIA B.A., Brandeis University	Economics
SISTER MARY ANN FOLEY A.B., Anna Maria College; M.S., University of Notre Dame	Biology
JOAN GENTILE B.A., State University of New York at Cortland	Mathematics
JOSEPH GENTILE B.S., Massachusetts College of Pharmacy; M.S., Northeastern	Education
DAVID G. GREEN A.B., Boston University; M.Ed., Lesley College	Education
BENJAMIN GREENE B.A., Western Maryland College	Economics
WILLIAM GRIFFITH B.S., St. Joseph's	Philosophy
RONALD GUERRIERO B.A., Boston College	English
ELIZABETH A. GWAITNEY A.B., Brown University; M.A., Stanford	Education
BERNARD HALL B.A., Sts. John Fisher; M.A., University of Rochester	Education
ROSEMARY L. HORNICH B.S., College of St. Rose	Education
KATHERINE HUFFHINES B.A., Stanford University; M.A.T., Harvard University	English
FAYE IRENE IPPOLITO (Mrs.) B.A., Hofstra University; M.A., Boston College	Education

---

JOAN JACKSON	Romance Languages
B.A., Regis College; Dipl. d'Etudes Francaises; Institut Catholique de Paris	
JAMES JOHNSON	Chemistry
B.A., St. Anselm's	
RONALD JORDON	English
B.A., Boston College	
ANTOINETTE KAZMIERCZAK	Mathematics
A.B., St. Joseph's College for Women	
JIMHUM KIM	Physics
B.S., Sogand Jesuit College, Korea	
THERESA KOCH	Mathematics
A.B., Marymount College	
RICHARD LAFLEUR	Mathematics
A.B., Boston College	
FRANCIS J. LUCZAK	Physics
B.S., Trinity College; M.S., Boston College; M.A., Brandeis University	
BETTY L. MARPLE	Education
A.B., Vassar; M.Ed., Harvard	
ISABEL MARTINEAU	Romance Languages
University of Catolia de Valparaiso; M.A., Boston College	
MICHAEL McELLIGOTT	Chemistry
B.S., S.U.N.Y. at Brockport	
JOHN MCGINLEY	Philosophy
A.B., Holy Cross	
MARY MCGOWAN	Mathematics
A.B., Boston College	
NICOLE MILLS	Romance Languages
M.A.T., Universite de Lyon; Dipl. in American Studies, Smith College; M.A., Tufts University	
ROBERTA MULLANE	English
B.A., St. Joseph College	
JANET NESMITH	Education
B.A., University of New Hampshire; M.Ed., Harvard University	
LORRAINE NEYLON	Mathematics
A.B., Boston College	
DONALD NOVAK	Philosophy
A.B., M.A., Xavier	
ANNE MARIE O'BRIEN	Education
A.B., Regis; M.Ed., Boston College	
ALICE ORIENT	Mathematics
A.B., Alberta Magnus College	

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FRANCIS MICHAEL PERKO B.A., Xavier University	English
ROBERT PICKNALLY M.S., M.Ed., Westfield	Education
TILAK RAJ B.A., ANJAB University; M.S., Boston University; M. Ed., Northeastern	Education
CHARLES RATTO B.S., Holy Cross; M.B.A., Boston College; M.Ed., Boston College	Education
HENRY RAUSEN B.S., City College of New York	Chemistry
ZOHREH REZAI B.S., Tehran University, Iran	Biology
EDWARD RUDD B.A., Boston College	English
AMY SABATINI B.A., Manhattanville	Philosophy
PAULETTE SAINT OURS A.B., St. Joseph College	Mathematics
EDITH SANCHEZ (Mrs.) A.A., Bradford Junior College; B.A., University of Michigan	Education
DARRELL SANDERS B.S., Lowell Tech. Inst.	Chemistry
RICHARD SANTERRE B.A., Boston College; M.A., Boston College	Romance Languages
CHARLES SAVAGE B.A., Pomona	Philosophy
MICHAEL SAVAGE B.S., State College at Boston; M.Ed., Boston University	Education
ROBERT E. SAYRE A.B., Boston University; M.Ed., Boston University	Education
THOMAS SCALLY B.S., St. Mary's	Philosophy
WILLIAM SCHICKEL B.A., Notre Dame University	Economics
RICHARD SIGNES B.A., Boston College; M.A., New York University	Romance Languages
JOSEPH SINKEY B.A., St. Vincent College	Economics
JANET STEELE A.B., Annhurst College	Mathematics
JOHN JAMES SULLIVAN A.B., Cornell University; M.A., Boston College; Ph.D. candidate, Boston College	History



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THEODORE TERWILLIGER B.A., Princeton University	Economics
GEORGE TRACY A.B., Georgetown	Philosophy
GEORGE TREGAY B.S., M.I.T.	Chemistry
RICHARD TRUDEAU A.B., Boston College	Mathematics
HELLA M. ULBRICH A.B., Vassar; M.A., Boston University	Germanic Studies
ROY VAN TIL B.A., Swarthmore College	Economics
MICHAEL VOOLICH B.A., Santa Clara; M.A., Washington	Philosophy
EUGENE WESTHOFF B.S., St. Francis College	Mathematics
EDWARD J. ZAWAKI, JR. B.Ed., State College at Boston M. Ed., State College at Boston	Education
JON ZEELAND A.B., Bridgewater State	Chemistry
STEPHEN ZELLER B.A., Dartmouth College	Economics

## GRADUATE ASSISTANTS

GAYATRI ACHARYA B.A., Oxford University	English
ATAMAN AKSOY B.S., Middle East Technical University; M.A., University of Massachusetts	Economics
FRANCIS ALLARD B.A., Fairfield	Philosophy
JAMES ALVINO B.A., Dickinson College	Philosophy
LOUIS AMORUSO B.S., College of Holy Cross	Chemistry
ROBERT S. AMREIN A.B., Ricker College	Geology and Geophysics
DAVID ANDERSON B.A., University of Connecticut; M.A., Northeastern University	Economics
VICO BAER B.A., University of Pennsylvania	Economics

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SANDRA BELLIVEAU (CARDONO)	Romance Languages
B.A., College of Mount Saint Vincent; Dipl. of French Studies, Catholic Institute of Paris	
MARIA PAZ BELTRAN	Psychology
B.A., Maryknoll College (Phillipines); M.A., Smith College	
BRIAN BENESTAD	Political Science
B.A., Assumption College	
BERRY BENNETT	Psychology
B.A., Tulane	
CATHERINE BERLINGHIERI	Romance Languages
B.A., Emmanuel College; M.A., Middlebury College	
Y. M. BHATNAGAR	Biology
B.S., M.Sc., Lucknow University, India	
RITA BOMBA	Political Science
B.A., University of Chicago	
LETITIA BRENNAN	Education
A.B., College of New Rochelle; M.A., LaSalle College	
LINDA BROCKINGTON	Psychology
B.A., Harpus College, SUNY; M.A., Boston College	
RAYMOND A. BRODEUR, JR.	Education
B.S., State College at Lowell	
JAMES BROWN, III	Sociology
B.A., Boston University	
ANN LOUISE BRUNO	Slavic and Eastern Languages
A.B., Trinity College, Washington, D.C.	
BARRY BURKE	Economics
B.A., University of Massachusetts	
MICHAEL W. BURNETT	Geology and Geophysics
B.S., Boston College	
MARIE BURNS	English
B.A., Catherine Spaulding College	
STEPHEN BUSER	Economics
B.A., Princeton University	
STEPHANIE CATALAN	Sociology
B.A., Northeastern University; M.A.T., Suffolk University	
BRUCE CHAPMAN	Education
B.A., Boston College	
HWEI-YU S. CHANG	Germanic Studies
A.B., College of Chinese Culture	
YU-QUEI TINA CHENG	Mathematics
B.S.M., Fu Jen Catholic University	
CHACKO C. CHERACKAL	Physics
B.S., Sacred Heart College, (Kerala University), India; M.S., Union Christian College, India	

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MONICA CHOI	Education
B.A., Sogang Jesuit College; M.Ed., Boston College	
PAMELA COCKS	History
A.B., University of North Carolina; M.A., Harvard University	
DINA COMMONEAU	Psychology
B.A., Goucher College	
CHARLES COURTNEY	Economics
B.A., Dartmouth	
MARY ELLEN CROWLEY	History
A.B., Salve Regina College; M.A., Boston College	
SISTER ELLEN CURRY	Chemistry
B.S., Good Council College	
DENE DAVIS	Biology
B.S., Newton College of the Sacred Heart	
ORLANDO D'AMORE	Physics
Engineering, University of Buenos Aires	
JOHN DEEGAN	Economics
B.A., Manhattan College	
RAFAEL M. DEAGUINAGA, S.J.	Physics
B.Sc., Wadia College; M.Sc., St. Xavier College (India)	
JAMES DELANEY	Economics
B.A., Northeastern University	
ANTHONY DISALVO	Chemistry
B.S., St. Michael's	
HAROLD A. DODSON	Physics
B.S., Ohio University	
RICHARD EISENBERG	Economics
B.A., Boston University	
WILLIAM ELIAS	Philosophy
B.A., Rutgers University	
LAWRENCE S. FAGAN	Germanic Studies
A.B., Boston College	
MICHAEL F. FAHY	Geology and Geophysics
B.S., Boston College	
DOLORES FARRELL	Biology
A.B., Immaculata, Pennsylvania	
JOHN M. FLAHERTY	Physics
B.S., Boston College	
MAURA FLANNERY	Biology
B.S., Marymount, Manhattan	
ANDREA J. FLYNN	Education
B.A., Regis	
BONNIE ANN FORAN	Education
B.A., University of Massachusetts	



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LEO Y. GALLIVAN	Germanic Studies
A.B., State College at Bridgewater	
PETER GARBER	Economics
B.A., Princeton University	
JAMES GEYER	Economics
B.A., St. Vincent College	
LINDA GIDDINGS	Chemistry
B.A., Albertus Magnus	
YOU-PING GOE	Germanic Studies
A.B., Fu Jen Catholic University	
MARILYN GRANT	Chemistry
A.B., Regis College	
MARTIN V. GREANEY	Education
B.A., University College, Dublin; M.A., Trinity College	
B. GREENE	Economics
B.A., Western Maryland College	
REESA GREENWOLD	Romance Languages
B.A., University of Massachusetts; M.A., Boston College	
CHRISTIANE GUERTIN	Romance Languages
B.A., Université de Montréal; M.L.S., Université de Montréal	
M. SUSAN GUSSENHOVEN	Physics
B.A., Mt. Holyoke College; M.A., University of Minnesota	
MICHAEL HALLORAN	Chemistry
B.A., Syracuse University	
MARTHA HANFORD	Sociology
B.A., University of Toronto	
RICHARD HUBER	Philosophy
B.A., Hiram College	
MARY LOU HYLAND	Geology and Geophysics
B.S., State College at Bridgewater	
SHARON JAEGER	English
B.A., University of Dayton	
V. B. JEDEDE	Biology
B.S., Boston College	
MELTONIA JENKINS	Psychology
B.A., Florida A & M	
SAMUEL C. KAO	Physics
B.S., Virginia Polytechnic Institute; M.S., Northeastern University	
JAMES T. KARPICK	Physics
B.S., Niagara University; M.S., Boston College	
JUDITH KASPRZAK	Education
B.S., Lesley College	
ALBERT KEARNEY	Education
A.B., Stonehill; M.Ed., Boston College	

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SISTER KATHRYN KERWIN	Education
B.A., Marymount, Manhattan	
FRANCES KIEFFER	Psychology
B.A., University of California (Berkeley); M.A., San Francisco State	
YER-AE KIM	English
B.A., Smith College	
JERILYN KING	Biology
B.S., Boston University	
EUGENE KIRK	Economics
B.A., Canisius College; M.A., Boston College	
JANET CHARUBIN KROL	Mathematics Institute
B.A., Boston College	
RUTH KUNSTADT	History
A.B., Connecticut College	
KIRK L. LAMB	Education
B.S., Tufts University	
CARIN LAMONT	Psychology
B.A., Simmons College	
PATRICK P. LEAHY	Geology and Geophysics
B.S., Boston College	
LEI KUANG LEU	Geology and Geophysics
B.S., Taiwan Provincial Taipei Institute of Technology	
STEPHEN LEWIS	Philosophy
A.B., Guilford College	
SANDI LIEU	Physics
B.S., Lehigh University	
JANICE LIPSKI	Economics
B.A., Albertus Magnus College	
CHUNG-SAN LIN	Physics
B.S., Tung-hai University, China	
EMILY LIN	Physics
B.S., Cheng Yuan College of Science and Engineering	
CHIA CHU LIU	History
A.B., National Taiwan University; M.A., National Taiwan University	
ELBA LOPEZ	Romance Languages
B.A., University of Havana	
ANITA LORD	Education
B.A., Boston University	
SUZON LOWE	Psychology
B.A., University of Chicago	
WALTER LOWNEY	Psychology
B.S., Northeastern University; LL.B., Boston University; LL.M., University of Pennsylvania	

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JACK LUCKEN	Economics
B.A., King's College, London;	
M.A., Chelsea College of Science Technology	
NANCY MA	Biology
B.S., Mt. St. Vincent, Halifax; M.S., Northeastern	
R. MAJOCHA	Biology
B.S., Boston College	
MARY E. MALCOLM	Biology
B.A., Regis College, Weston	
DAVID MARCINKO	Economics
B.A., St. Vincent College	
ANN MARGARET MARTIN	Mathematics
B.A., Trinity College	
JOHN MASLANKA	Philosophy
B.S., M.I.T.; M.A., Boston College	
NANCY MASON	Economics
B.A., Duquesne University	
KAREN MCBRIDE	Romance Languages
B.A., State University of New York at Oswego	
GEORGE MCCARTHY	Philosophy
B.A., Manhattan College	
ROBERT McDONOUGH	Education
B.S., Boston College	
JOHN P. MCPHEE	Education
B.A., Stonehill	
RICHARD D. MICAL	Physics
B.S., Notre Dame University; M.S., Boston College	
CADMAN MILLS	Economics
B.A., Brandeis University	
PAUL MISHKIN	Philosophy
B.A., Hobart College	
MARY JOAN MOH	Physics
B.S., Fu Jen Catholic University	
ANNE MORIN	Biology
A.B., Anna Maria College	
DONALD MULDOON	Chemistry
B.S., Stonehill	
PETER W. MURPHY	Education
B.A., St. John's Seminary	
TONY MWAMBURI	Psychology
B.S., University of Scranton	
MARY NAVAROLI	Chemistry
A.B., Anna Maria College, Women	

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VINCENT G. NORTON A.B., Boston College	Sociology
PRATIBHA NUTHAKKI B.Sc., M.Sc.	Physics
ANNE O'BRIEN B.S., Stonehill	Chemistry
SISTER FRANCES O'CONNOR B.A., M.A., Manhattanville College	Psychology
JANET PALMIERI B.A., Marymount College	Political Science
PETER PARKER B.A., Ripon College	Economics
DIANA PAUL B.A., Northwestern	Philosophy
MARVA PERRY B.S., Eastern Kentucky University	Education
LESLEY F. POLHEMUS B.A., Rutgers University	Geology and Geophysics
NEEL J. PRICE B.S., Eastern Nazarene College	Physics
GEORGE D. RAINVILLE B.S., Boston College	Geology and Geophysics
FLORENCE REARDON B.A., Jackson College	Economics
JAMES RILEY A.B., Bowdoin College	Psychology
ROMEO ROSALES B.A., Ateneo de Manila University	Economics
PATRICIA ROSENBLATT B.A., Goucher College	English
CHERYL SMITH ROSTAD B.A., University of New Hampshire	Classics
RITA RYAN B.S., University of Massachusetts	Biology
SUSAN SALLADAY B.A., Whitman College	Philosophy
ROBERT J. SANTORO B.S., Boston College	Physics
DORÉEN BINA SCHEIN University of Cape Town	Education
GREGORY SCHLUETER B.A., Boston College	Sociology
CLAUDIA SCHMITT B.S., St. Francis College	Education



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PATRICIA SCOTT	Political Science
B.A., Regis College	
ELLEN SEIBEL (Mrs.)	Slavic and Eastern Languages
A.B., Boston University	
CATHERINE SHEEHAN	Economics
B.A., University of Rhode Island	
ELEANOR SHEEHAN	Chemistry
A.B., Boston State	
JOSEPH SINKEY	Economics
B.A., St. Vincent College	
ERNEST S. SIRAKI	Geology and Geophysics
B.A., Rutgers University	
JOYCE SOUTHARD	Education
B.A., Newton College of the Sacred Heart	
ROBERT SQUIER	Philosophy
B.A., Regis College	
WILLIAM G. STANLEY	Physics
B.S., Rensselaer Polytechnic Institute; M.S., Boston College	
PAMELA STREET	Biology
B.S., Simmons College	
ANN SULLIVAN	History
A.B., Cornell University	
LORRAINE SWAN	Biology
A.B., Boston University	
DAVID TARMY	Education
B.A., Boston University	
GENE THUOT	Political Science
B.A., Assumption College	
HARRIET TOLPIN	Economics
B.A., Wellesley College	
ANNE M. TOPOR	Biology
B.A., Our Lady of the Elms	
JOSEPH TURIANO	Sociology
B.A., St. John Fisher College	
JAMES VALONE	Philosophy
B.A., St. John Fisher	
RUSSELL V. VARNUM	Geology and Geophysics
A.B., Ricker College; M.S.T., Boston College	
HABIL W. WEJULI	Education
B.S., Trinity College; M.Ed., State College at Boston	
JEROME WIELER	Philosophy
A.B., Dickinson College	
DA-CHEN FLORENCE WU	Chemistry
B.S., National Taiwan University	

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MARSHALL YOKEL  
B.A., Adelphi University

Biology

RICHARD L. ZAGURA  
B.S., Gannon College

Physics

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## SCHOOL OF MANAGEMENT

### GRADUATE ASSISTANTS

LESLIE D. BALL	Business Policy
B.S., Northeastern University	
JOSEPH M. BONAVIDA	Administration
B.S., Boston College	
DOMINIC S. CALIRI	Marketing
B.S.B.A., Boston College	
ANDREW J. CORNELLA	Administration
B.A., Bowdoin College	
JOHN D. DRETHER	Organizational Studies
B.S.B.A., Bradley University	
ALLAN G. KEIRSTEAD	Finance
B.S., Boston College	
ERIC LANDIS	Management and Computer Science
B.A., Amherst College	
JOSEPH V. MARZETTI	Administration
B.S., Boston College	
DAVID R. McKENNA	Management
B.S., Boston College	
JOHN McKIERNAN	Administration
B.S.B.A., Providence College	
ROBERT E. SCHRAEVEN, JR.	Management and Computer Science
B.S., Boston College	
CECILIA C. TIERNEY	Marketing
B.S.B.A., Northeastern University	
WALTER E. TOBIN	Marketing
B.S.B.A., Boston College	

# THE COLLEGE OF ARTS AND SCIENCES



CHESTNUT HILL, MASSACHUSETTS 02167



THE COLLEGE OF ARTS AND SCIENCES  
OFFICERS OF ACADEMIC ADMINISTRATION

RICHARD E. HUGHES, Ph.D., *Dean*

HENRY J. McMAHON, A.M., *Associate Dean*

ALBERT M. FOLKARD, A.M., *Director of the Honors Program*

REBECCA M. VALETTE, Ph.D., *Assistant to  
the Dean on Women's Education*

F. CLIFFORD McELROY, A.M., M.L.S., *Science Librarian*

WESTON M. JENKS, JR., A.M., M.Ed., *Director of Counseling  
and Guidance*

JOHN P. HENNESSEY, JR., M.Ed., *College Counselor*

DAVID JOHN SMITH, A.M., *Assistant Director of  
Counseling and Guidance*

EILEEN M. TOSNEY, A.M., *Registrar*

REV. RICHARD G. SHEA, S.J., A.M., S.T.L., *Student Counselor*

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HISTORICAL STATEMENT

The university traditions of Boston College derive from four centuries of academic experience and educational idealism of the Society of Jesus, which, since its foundation by Ignatius Loyola in 1534, has established and conducted institutions of higher learning throughout the world.

The foundation of Boston College was made by the efforts of the first Jesuit Community in New England, established at St. Mary's in Boston in 1849. In 1857, John McElroy, S.J., first Superior of the Jesuit Community, purchased land on Harrison Avenue in Boston and erected the first collegiate buildings.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This restriction was removed by legislative amendment approved April 1, 1908. John Bapst, S.J., was the first President of Boston College and inaugurated the program of college instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J. secured the land which is the site of the present campus and in 1913 the College was moved to Chestnut Hill.

Boston College is now the third largest university under Catholic auspices in the United States. More than thirty major buildings dot the 200-acre campus some six miles west of Boston, and plans are being made for a new library, a theater and fine arts center, a graduate center, and additional residential halls for students.

Carrying on its traditions of excellence, Boston College is a scholarly community of faculty, students, and administrators reaching toward ever greater heights.

### OBJECTIVES

The primary objective of Boston College is stated on the official seal of the University: Ever to Excel. Boston College is committed to the conservation, extension, and diffusion of knowledge. Its purpose is to impart an understanding of the unity of knowledge, an appreciation of our cultural heritage, a dedication to the advancement of learning, and a sense of personal and social responsibility, both within the College and University, and beyond, in the community and the world. The College, and the University of which it is a part, is dedicated to the task set forth for universities by President John F. Kennedy in his speech at the Boston College Centennial Convocation in 1963:

"... as the world presses in and knowledge presses out, the role of the interpreter grows. Men can no longer know everything themselves; the twentieth century has no universal man. All men today must learn to know through one another, to judge across their own ignorance, to comprehend at second hand. These arts are not easily learned. Those who would practice them must develop intensity of perception, variety of mental activity, and the habit of open concern for truth in all its forms. Where can we expect to find a training ground for this modern maturity, if not in our universities?"

### ACCREDITATION

The University is a member of, or accredited by, the following educational associations: The American Association of Collegiate Schools of Business, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of the State of New York, the Council on Social Work Education, the International Association of Universities, the Jesuit Educational Association, the National Catholic Education Association, the Accrediting Service of the National League for Nursing, the Council on Student Travel, the New England Association of Colleges and Secondary Schools, and other similar organizations.

## THE LIBRARIES

There is commonly a strong correlation between the intellectual vigor of a university and the copiousness of its library holdings and their use by faculty and students.

The Library of Boston College, with holdings in excess of 750,000, is contained in ten different locations. The principal part of the collection will be found in Bapst Library. Some of the other libraries with which the student will want to be acquainted are: The Science Library, the Library of the College of Business Administration, the Curriculum Library of the School of Education, the Nursing Education Library, the Law School Library, and the Library of the Graduate School of Social Work.

The Bapst Library is open on week days during the school year from 8:30 A.M. to 11:00 P.M., and on Saturdays from 9:00 A.M. to 5:00 P.M. For reading and reference purposes only, the hours are: holidays from 9:00 A.M. to 5:00 P.M., and Sundays, from 1:00 P.M. to 10:00 P.M.

Students have access to the stacks. All users are strongly urged to ask freely for the assistance of the professional staff, especially the several reference librarians.



## SPECIAL ACADEMIC PROGRAMS

Boston College provides for academically superior students special programs to meet their particular needs, and to provide them with opportunities to undertake courses of study more challenging than courses offered in the regular program.

Students admitted into the special programs, as well as students who demonstrate superior achievement in their Freshman year, usually become members of the Honors Program and are granted greater freedom in the selection of courses of study. They are also admitted to special seminars conducted by distinguished members of the faculty, as well as by visiting professors. During their Senior year, Honors students may qualify for independent study programs and for admission to special and graduate seminars in their major fields.

### THE HONORS PROGRAM

All entering students with records of superior aptitudes or achievements are interviewed to determine what program will best serve their goals and interests. Those who seem sufficiently motivated to attempt demanding programs of study are invited to become members of the Honors Program and are placed in intensive and accelerated sections of required courses. Honors students may also be admitted to advanced courses without completing the usual prerequisites.

In an effort to discover and encourage talented students, Boston College maintains close liaison with secondary schools to foster the development of Advanced Placement, Sophomore Standing, and Early Admission programs, which are administered by the Director of the Honors Program.

### ADVANCED PLACEMENT

Entering Freshmen who have had courses of college-level quality in any subject may apply for Advanced Placement in that subject. Although all students seeking Advanced Placement will ordinarily be required to submit evidence of the quality of work done in the form of Advanced Placement Examination scores, students who have completed work of high distinction in high school, but have not had the opportunity to take these Examinations, may also be considered as candidates for Advanced Placement. Advanced Placement, with credit towards the degree, will usually be granted upon the submission of satisfactory Admission Placement test scores, but, in some instances, the high school record as well as faculty recommendation may also be taken into consideration in determining eventual placement.

### SOPHOMORE STANDING

Entering students who have completed work of college-level quality in three or more subjects may apply for admission to the College with rank of Sophomores. Any student admitted to Sophomore Standing is free to complete his degree requirements and be graduated in three years.

No student can be considered for Advanced Placement or Sophomore Standing until he has fulfilled the regular requirements for admission to the College of Arts and Sciences. Those interested in securing Advanced Placement in subjects where examinations are not offered by the Advanced Placement Program, or in securing Sophomore Standing, are urged to write for more specific information.

### EARLY ADMISSION

Admission to the Freshman class is occasionally granted to exceptionally able and ambitious students who have not fulfilled all the requirements for a secondary school diploma. Any student of superior achievement and maturity who has completed the eleventh grade of secondary school may apply for Early Admission. All such applications for Early Admission are considered on an individual basis. Any interested student who believes he might qualify is invited to write for instructions on how to apply.

### SCHOLARS OF THE COLLEGE

Toward the end of each academic year, several members of the Junior class who have demonstrated the highest level of academic ability, intellectual maturity, and scholarly accomplishments, will be appointed Scholars of the College. With the guidance of a tutor, Scholars of the College draw up a program of studies, elect courses in some areas without fulfilling prerequisites, attend classes at their own discretion, and may undertake an honors thesis.

### JUNIOR YEAR ABROAD

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he has the necessary language preparation, the student is free to choose the country and university where he wishes to study. Where there is an established and supervised program in the university of the student's choice, it is suggested that he take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior Year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. Application should be made as early as possible in the sophomore year, because the closing date for application at some uni-

versities is set in January. Interested students should inquire of the Office of the Director of the Junior Year Abroad Program. To be eligible, the student must have at least a B average. Once admission to the program is approved, the student discusses with the Director of the Junior Year Abroad Program and the Chairman of the Department of his field of concentration a program of study for both Junior and Senior years. This program is designed to fulfill the requirements for a field of concentration and a degree.

The student is encouraged to prepare examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. At the beginning of Senior year, an oral examination is given to the candidate on his year's work.

### STUDENT PERSONNEL SERVICES

The Vice President for Student Affairs has the responsibility for overseeing the administration of the following areas within the University: admissions, Dean of Students, counselling services, placement, health services, foreign student activities, financial aid, spiritual activities, athletics, the food service, housing, and the Office of Student Activities. In addition, he or his assistant serves as faculty advisor to the Undergraduate Government. The Student Affairs program coordinates all the dimension of student life in the University apart from strictly academic work.

### THE UNIVERSITY CHAPLAIN

The University Chaplain, together with his assistants and the cooperation and advice of a student committee, plans and co-ordinates religious activities for participating students: liturgy, liturgical music, retreats, and discussion groups. He is personally available to all students for counselling, confessions, or discussion. He publishes throughout the campus the times and places of all religious activities. Through his office, arrangements may be made for students, singly or in groups, to take advantage of these special religious opportunities.

The office of the University Chaplain is centrally located in McElroy Commons, opposite the bookstore. It has an attractive lounge with a variety of books and periodicals where students are welcome to come for reading, study, conversation, or relaxation.

### DAILY BULLETIN

The Office of Student Activities publishes a Daily Bulletin for the use of students, faculty, and administrators, which is distributed to the on-campus presidents of all student organizations, faculty advisors, department chairmen, administrators, as well as being placed on bulletin boards in all of the major buildings. Forms for the submission of notices are obtainable in McElroy 141, and must be returned no later than 10:00 a.m. for publication in the next day's bulletin.



### COUNSELLING, ADVISEMENT AND MENTAL HEALTH

A professionally staffed Counseling and Guidance Office located in each of the undergraduate colleges assists students in matters pertaining to educational planning, career decisions, personal adjustment, and mental health problems. Provisions for individual contact in the areas of academic and vocational advisement, as well as counseling and psychotherapy, are included among the services.

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility with which Boston College is affiliated. Students may request a referral from one of the campus Counseling and Guidance Offices, or may contact the College Center directly for an appointment. In emergency this service is available outside normal office hours. (262-3315)

The psychologists staffing the Counseling Offices believe that the development of some types of personal potential and the solution of some adjustment difficulties can be achieved most effectively through group experiences. Therefore, they sponsor a limited number of group counseling and group involvement opportunities ranging from designs for problem-solving to leadership training.

The Counseling and Guidance Offices in the four colleges are unified in function and purpose through the University Council for Counseling Services, and each office is generally available to students from any school. The offices are located in Gasson Hall, Room 114; Campion Hall, Room 104B; Cushing Hall, Room 211; Fulton Hall, Room 205.

### MILITARY CONTACT ADVISORY BOARD

A board of advisors has been established at Boston College in order to provide information and direction on matters connected with military service. Through this board, students are able to receive up-to-date information regarding selective service regulations and procedures relating to induction, appeals, enlistment, and deferments. Inquiries may be directed to Room 114, Gasson Hall.

### OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities serves as an aid to student organizations in promoting an active program of involvement outside the classroom. The Director of Student Activities and his staff are available to advise, encourage, and stimulate student efforts to insure the necessary atmosphere of freedom and responsibility for viable programs. He also acts as a liaison between student groups and the administration.

The Office of Student Activities is located in McElroy Commons, Room 141, and is a center of resources and information for all student activities, equipped with lounge facilities, typewriters, telephones, and duplicating machines.



### OFFICE OF TESTING SERVICES

The Office of Testing Services is unique within the University in that its wide variety of functions serve those on all levels of Boston College.

Faculty, graduate students, and undergraduates may avail themselves of services which range from consultation to standard testing for purposes which meet the needs of the individual.

The ability of the Office of Testing Services to offer increasingly effective and efficient services is substantially enhanced by the implementation of Electronic Data Processing. EDP has enabled the Testing faculty and staff to supply the client with extensive scoring, percentile conversion, and comparative profiling.

### PLACEMENT BUREAU

Boston College offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. The Placement Office helps them in obtaining information about the nature of requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields. While the selection of a business position and the choice of a career must be left to the individual, the Office has information which enables it to assist the applicant in making an intelligent choice.

### FOREIGN STUDENT ADVISER

The University maintains an International Student Office for the information and assistance of all students who are not citizens of the United States. In addition, this Office acts as an information center for foreign nationals in matters relating to non-academic activities. All foreign nationals in the College of Arts and Sciences are required to register with this Office, at the beginning of each academic term.

### STUDENT HEALTH SERVICE

For resident students a registered nurse is in attendance to provide for medical attention in case of sickness or accident, and to supervise hospitalization when it is necessary. The First Aid Room, Cushing 126, is open to all students throughout every class day.

### AWARDS

The following awards are made on Commencement Day at a special ceremony for the College of Arts and Sciences after the University Commencement Exercises.

## GENERAL EXCELLENCE MEDAL

A gold medal, the gift of the Philomatheia Club, for general excellence in all branches studied during the entire four years in the College of Arts and Sciences is awarded each year at the annual commencement.

## THE WILLIAM CARDINAL O'CONNELL THEOLOGY MEDAL

The William Cardinal O'Connell Medal, the gift of His Eminence the late William Cardinal O'Connell, is awarded at the annual commencement to the student who has attained the highest average in all courses of Theology studied during four years in the College of Arts and Sciences.

## THE FRANCIS J. BRICK AWARD

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership, and scholarship during his four years at Boston College.

## THE REVEREND PATRICK J. DURCAN AWARD

The Reverend Patrick J. Durcan Award, donated by Mrs. J. Greer in memory of her brother, is a medal presented at commencement to the student who attained the highest average in all courses of History studied during four years in the College of Arts and Sciences.

## THE REVEREND EDWARD H. FINNEGAN, S.J. MEMORIAL AWARD

The Reverend Edward H. Finnegan, S.J. Memorial Award, a cash award, is given annually to the Senior who has best exemplified the spirit of the College Motto "Ever To Excel."

## THE HAMILTON WATCH AWARD

The gift of the Hamilton Watch Company to the senior candidate for the Bachelor of Science degree who has most successfully combined proficiency in his major field of study with achievements—either academic, extra-curricular, or a combination of both—in the social sciences or humanities.

## THE FINNERAN COMMENCEMENT AWARD

A cash award, the gift of Misses Elizabeth and Theresa Finneran, for the student who has achieved outstanding success in studies, while also devoting his talents to other activities for the enrichment of the college and student life.

### THE CARDINAL CUSHING AWARD

The Cardinal Cushing Award is a cash award, the income on \$5000 donated by Francis Cardinal Spellman in honor of Richard Cardinal Cushing. It will be given annually to that undergraduate student who publishes the best creative literary composition (poem, short story, drama or essay) in a Boston College undergraduate periodical. The winner of this award will be selected by the vote of a committee of three faculty members of whom one will be the Chairman of the Department of English. The other two members will be named annually by the President of the University.

### THE BISHOP KELLEHER AWARD

The Bishop Kelleher Award is a cash award, the income on \$5000 donated by Francis Cardinal Spellman in honor of Most Reverend Louis F. Kelleher. It will be given annually to that undergraduate student who publishes the best scholarly essay on a literary or artistic topic in a Boston College undergraduate periodical. The winner of this award will be selected by the vote of a committee of three faculty members appointed annually by the President of the University

### SCHOLAR OF THE COLLEGE

A gold medal given to those seniors who have been designated Scholar of the College at the end of junior year in recognition of their high level of academic achievement, intellectual maturity, and capacity for independent study, and who have demonstrated superior scholarly or creative ability by the completion of a research project, thesis, or literary work during senior year.

### THE STANTON AWARD

A cash award, the gift of Doctors Richard and Joseph Stanton in memory of their father, Dr. Joseph Stanton, for the student who has been accepted by a medical school, and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

### THE BAPST PHILOSOPHY MEDAL

A gold medal, in honor of Father John Bapst, S.J., for the student who has attained the highest award in all his courses in philosophy.

### THE TULLY THEOLOGY AWARD

A cash award, in memory of the late Denis H. Tully, for the student who has written the best paper on a theological subject.



## ADMISSION, TUITION, AND FEES

### ENTRANCE REQUIREMENTS

Application for admission to Boston College must be filed with the Dean of Admissions early in the final year of the applicant's secondary school studies. The candidate should request from the Dean of Admissions a regular application form and follow carefully the directions given on the application.

All school records must come directly from the Office of the Principal to the Dean of Admissions. No record will be accepted as official otherwise. The Committee on Admissions will consider the character, personality, and health of each applicant, and those who are judged to show promise of success in scholarly achievement will be declared eligible for admission.

The applicant's field of specialization will in part be determined by the high school preparation. The Dean of Admissions is always glad to consult with the principal, guidance director, or student regarding the course of studies. Personal interviews will be arranged. All applications will be carefully examined and all candidates may be assured of personal consideration.

The prerequisite courses for the various majors are listed below. Two years of a foreign language are required for admission to the College of Arts and Sciences. Usually Freshmen are required to continue the study of a foreign language previously undertaken, unless otherwise assigned by the Administrative Board.

### MAJORS IN BIOLOGY, CHEMISTRY, PHYSICS

#### MATHEMATICS, AND GEOLOGY

English 4	Algebra 2
Sciences (Biology,	Plane Geometry 1
Chemistry, Physics) 2	Trigonometry $\frac{1}{2}$
Foreign Languages 2	Other standard courses

### MAJORS IN ALL OTHER FIELDS OF CONCENTRATION

English 4	Algebra 2
Foreign Languages 2	Plane Geometry 1
Other standard courses	

### METHODS OF ADMISSION

All candidates for admission to the College of Arts and Sciences must, in senior year, complete the Scholastic Aptitude Test in the November, December or January Series, and three Achievement Tests in the Decem-



ber or January Series. Candidates are urged to take the Scholastic Aptitude Test in November or December, and the three Achievement Tests in the January Series. All candidates will take the following Achievement Tests: English Composition, Mathematics, and a third test of free choice. All candidates will take Mathematics Achievement Test, Level I, unless they have been specifically prepared by their high schools to take the Mathematics Achievement Test, Level II. Notification of acceptance or rejection will be sent to the applicant between February 15 and April 15, provided the application is complete and college board test scores have been received directly from the Educational Testing Service.

Application forms and information bulletins for the Scholastic Aptitude Test and three Achievement Tests may be obtained from the high school, or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, or to the College Entrance Examination Board, P.O. Box 1025, Berkeley, California 94701. Late applicants will be given particular directions regarding entrance examinations by the Dean of Admissions.

All candidates, in addition, must file a regular application for admission to Boston College and should follow the direction on the application carefully and promptly. Application forms and information bulletins may be obtained from the Office of the Dean of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

### SCHOLARSHIPS

Boston College each year awards approximately 300 individual scholarships with stipends ranging from \$200 to \$2,800 to students who show outstanding academic ability, leadership potential, and financial need. The General Motors Scholarship to Boston College, with a maximum grant of \$2,000 per year, is awarded each year. All scholarship grants are awarded on the basis of scholastic achievement and financial need, and range from \$200 to \$2,800 per year. The total value of Boston College Scholarships for freshmen each year exceeds \$350,000.

Boston College has recognized its obligation to participate in a special way in the general improvement of the society in which it functions. The University has been particularly concerned with the economic and educational problems experienced by the Greater Boston Black Community, and has established a \$100,000 scholarship program for Black students from this area. Inquiries are invited from all interested applicants.

All scholarship candidates must take the Scholastic Aptitude Test in the November, December or January series and the three Achievement Tests in the December or January Series. These tests are administered by the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701. All candidates who wish to be considered for scholarship or any type of Financial aid must complete the Boston College Application for Financial Aid (Form 4) and

return it with the Application for Admission (Form 1) to the Office of Undergraduate Admissions before January 15. The Parent's Confidential Statement may be obtained from the College Scholarship Service, Box 176, Princeton, New Jersey 98540, or Box 1025, Berkeley, California 94701 or Box 881, Evanston, Illinois 60204. Financial Assistance cannot be awarded unless the Parents' Confidential Statement has been accurately completed and returned to the University directly from the College Scholarship Service by January 15.

#### NATIONAL DEFENSE STUDENT LOAN PROGRAM

A Federal program administered by the College through which students may borrow, according to their need, up to \$1,000 for an academic year. Loans are repaid during a ten-year period following completion of studies. No interest is charged until the repayment period begins, when a rate of 3% per year is charged on the unpaid balance. Students who enter the teaching field after graduation may qualify for up to 50% cancellation of their loan obligation.

#### FEDERAL WORK-STUDY PROGRAM

With the assistance of Federal funds, the College is able to provide many employment opportunities either on campus or in various off-campus agencies in the greater Boston area. Some of these jobs provide work directly related to the student's educational objective, while at the same time providing regular income for educational expenses. Students are limited to 15 hours per week during a school term, but may work 40 hours per week during the summer, or other school vacations. Eligibility is based on need and experience. Earnings must be related to total educational costs. Incoming freshmen who have been accepted are eligible to apply for summer work prior to their freshman year. For information, write to:

Director of Financial Aid  
Gasson Hall, Room 217  
Boston College  
Chestnut Hill, Massachusetts 02167

#### ADMISSION BY TRANSFER FROM OTHER COLLEGES

Candidates for admission to Boston College from another college of approved standing should apply in writing to the Dean of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

The candidate for admission by transfer from another college must present the following: 1—The requirements for admissions to the Freshman class. The results of any completed College Board Tests must be sent directly from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, or College Entrance Examination Board, Box 1025, Berkeley, California 94701. 2—A regular application for admission to Boston College. 3—An official transcript of all college courses

and a statement of honorable dismissal. Only those students who have achieved a grade point average of 3.0 or higher at the previous college(s) will be considered for transfer to Boston College. 4—Letter of recommendation from the Dean of the former college. 5—A catalogue of the college from which the candidate is transferring. Applications and transcript will not be accepted unless received directly by mail from schools and colleges previously attended. The formal application and official transcript must be on file no later than June 20. The University cannot consider for transfer any students who have been required to withdraw for academic or disciplinary reasons from previous schools.

After an appraisal of the college record, the candidate will be informed of the terms of acceptance and credits allowed in transfer. Transfer students are admitted only in September at the beginning of the academic year. A very limited number of students is accepted in transfer. Because of the limited on-campus and off-campus housing facilities, we are unable to consider transfer students who require such facilities. Transfer students must complete at least two years of course work at Boston College in order to qualify for a Bachelor's degree.

### STUDENT RESIDENCE ACCOMMODATIONS

There are fourteen student residence halls on campus: Chevrus, Claver, Fenwick, Fitzpatrick, Gonzaga, Kostka, Loyola, O'Connell, Roncalli, Southwell, Shaw, Welch, Williams, and Xavier.

The fee for board and room on campus is \$1,050 for the academic year. This fee includes health, mail, and linen service charges.

Living facilities are also available in a number of approved private residences in the vicinity of the campus.

Student residence accommodations and room assignments are under the supervision of the Director of Resident Students. Address requests to:

DIRECTOR OF RESIDENT STUDENTS  
Boston College  
Chestnut Hill, Massachusetts 02167

### METHOD OF REGISTRATION

1. Students must register at the beginning of each Semester.
2. Bills for First Semester Tuition and Fees will be mailed during August. Bills for Second Semester Tuition and Fees will be mailed during December.
3. Payment is to be sent before the date indicated on the bill by check or Postal Money Order made payable to Boston College—Arts and Sciences — and addressed to the Office of the Treasurer, Boston College, Chestnut Hill, Massachusetts 02167.



4. Upon receipt of payment in full, the Treasurer will send notice to the Registrar's Office that the student is eligible to register.
5. Since financial obligations must be met before registration will be permitted, it is important that full payment be received by the Treasurer's Office before Registration Day.

A fee of \$10.00 will be assessed for Late Registration.

#### TUITION AND FEES

The payment of Tuition and of Science and Registration Fees is to be made by check or Postal Money Order and mailed to the Treasurer's Office.

Tuition is to be paid semi-annually:

- (1) First Semester Tuition and Fees are due before registration in September.

Tuition: \$1,000.

Registration Fee: for Freshmen and new students—\$10.

Total: For Upper Classmen—\$1,000, plus Fees. For Freshmen and new students—\$1,010, plus Fees.

- (2) Second Semester Tuition and Fees are due before registration in January.

Tuition: \$1,000, plus Second Semester Fees.

Holders of scholarships are not exempt from the payment of Registration, Acceptance Deposits, Insurance and Fees at the time prescribed.

If a student does not enter the year the Acceptance Deposit Fee is paid, this Fee is not applicable to any further year.



## SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

## GENERAL FEES

Application Fee (not refundable) .....	\$ 10.00
Acceptance Deposit (not refundable, but applicable to First Semester Tuition) .....	100.00
Registration for new students (not refundable) .....	10.00
Late Registration — Additional .....	10.00
Tuition — Payable Semi-annually .....	2,000.00
Student Health Insurance (optional, non-residents) .....	45.00
Student Identification Card (Freshmen only) .....	2.00

## SPECIAL FEES

Absentee Examination .....	\$ 10.00
Biology Laboratory — per semester .....	25.00
Certificates, Transcripts, etc.* .....	1.00
Chemistry Laboratory — per semester .....	25.00
Computer Course Laboratory Fee — per semester .....	25.00
Extra Course — per semester hour credit .....	50.00
Geology Laboratory — per semester .....	25.00
Graduation .....	10.00
Language Laboratory — per semester .....	5.00
Physics Laboratory — per semester .....	25.00
Psychology Laboratory — per semester .....	25.00
Special Students — per semester hour credit .....	50.00
Statistics Laboratory — per semester .....	10.00

*\*No transcript will be sent from the Registrar's Office during periods of Final Examinations and Registration.*

## ADDITIONAL EXPENSES FOR RESIDENT STUDENTS

Board, Room, Health, Mail, and Linen Service Fees— per semester .....	\$ 525.00
Room Guarantee Deposit .....	100.00
(refundable after student completes his residence at the University, either by graduation, or by withdrawal in good standing, provided the student has completed one year in residence)	

For further information, address correspondence to:

DIRECTOR OF RESIDENT STUDENTS  
Boston College  
Chestnut Hill, Massachusetts 02167

The Trustees of the College reserve the right to change tuition rates and to make additional charges within the College whenever such action is deemed necessary.

### WITHDRAWALS AND REFUNDS

Fees are not refundable.

Tuition is refundable subject to the following condition:

a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Dean  
College of Arts and Sciences  
Gasson Hall, Boston College  
Chestnut Hill, Massachusetts 02167

b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

### PAYMENT OF BILLS

Payment of Tuition and Science and Registration Fees is to be made by check or Postal Money Order, made out for the proper amount, payable to Boston College—Arts and Sciences, and sent to the Treasurer's Office, Boston College, Chestnut Hill, Massachusetts 02167.

## ACADEMIC REGULATIONS

## GRADING SCALE

The grading system consists of twelve categories, as follows: A, A—, B+, B, B—, C+, C, C—, D+, D, D—, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

## DEGREE WITH HONORS

The degree of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades: *summa cum laude*, with Highest Honors; *magna cum laude*, with High Honors, and *cum laude*, with Honors. Only grades earned in the College of Arts and Sciences are acceptable as a basis for awarding a degree with Honors. At least two full academic years must be spent in the College to establish eligibility for a degree with Honors.

## THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their average for the semester in three groups: First Honors, Second Honors, and Third Honors.

## REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C— as the minimum standard of scholarship, and be free of course deficiencies. Failure to maintain this requirement will result in the student's being placed on warning or on probation, or being required to withdraw from the College, as the Administrative Board shall determine. A student with two deficiencies is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports. A student who has one deficiency is ineligible if his scholastic average for the semester is not at least C—. In order to hold class office, a student must have an average of C, be free of course deficiencies, and conduct himself in a manner worthy of a student leader.

## PASS-FAIL ELECTIVES

In Junior or Senior year, students may, with the approval of the department offering the course, take a one-semester elective on a Pass-Fail basis. If the course is part of a two-semester offering normally taken through the academic year, it may be taken for two semesters. The course must be an elective in an academic division (the humanities, sciences, or social sciences) other than the one in which the student's major is located.

## COURSE DEFICIENCY

Failure to achieve a passing grade in a course for a semester results in a deficiency. A deficiency may be removed only by passage of an approved



course during the Summer Session at Boston College, or at another accredited college. Credit for such a course will not be granted unless the approval of the Associate Dean has been previously obtained. A course deficiency which has not been made up prevents a student from registering for the Fall Semester or, in the case of a senior, a deficiency keeps the student from receiving his degree in June.

A student who incurs three deficiencies will be required to withdraw from the College. A student who incurs two deficiencies will be required to withdraw from the College if the Administrative Board so determines.

## COLLEGE REGULATIONS

### GENERAL

In order to remain in good standing, a student must maintain a satisfactory standard of scholarship and conduct, must attend college engagements regularly, and must meet all other obligations to the College. The College reserves the right to require the withdrawal at any time of a student who has failed to give satisfactory evidence of earnestness of purpose and active cooperation in all requirements of scholarship and conduct.

### CLASS ATTENDANCE

In order that they may derive the fullest benefit from the college experience, students are expected to attend class regularly. The long experience of administrators and faculty with academic problems among students has clearly demonstrated the wisdom of this practice. However, no administrative penalty is attached to non-attendance by Sophomores, Juniors, or Seniors. A student who is absent from class is responsible for obtaining from the professor or other students knowledge of what happened in class, especially information about announced tests, papers or other assignments.

Credit for a course will be denied to a Freshman who has absented himself from meetings totaling more than twice the number of semester credits allotted to the course. In the second semester, Freshmen on the Dean's List are exempt from this regulation.

Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what he has missed. The professor involved is free to decide whether a make-up will be allowed.

In cases of prolonged absence, due to sickness or injury, the student, or a member of his family, should communicate with the Dean of Students and the Associate Dean of the College as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the College as soon as the student's health and other circumstances permit.



## ABSENCE FROM A SEMESTER EXAMINATION

Arts and Sciences students will have to arrange for making up a semester examination which they have missed with the professor and not, as formerly, with the office of the Dean and Registrar. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examination. If in particular courses announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury will miss all or most of his examinations and be unable to take make-up examinations for a week or more beyond the period scheduled for semester examinations. In such a case, the student or his family should call the Office of the Associate or Assistant Dean of his college or the Registrar as soon as the prospect of extended absence becomes clear.

A fee of \$10 will be charged for each absentee examination.

## DEGREE REQUIREMENTS AND FIELDS OF CONCENTRATION

### GENERAL STATEMENT

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field.

The ideal of a liberal education in the arts and sciences at Boston College is to provide the student with the cultural background and the intellectual discipline that are essential to the liberal growth and mature development of his mind and career. Accordingly, a liberal education at Boston College includes required courses in each of the major areas of learning as well as a considerable amount of work in some one field of concentration.

The fields in which a student may concentrate (or major) are: Biology, Chemistry, Classics, Economics, English, Geology, Germanic Studies, History, Mathematics, Natural Sciences, Philosophy, Physics, Political Science, Psychology, Romance Languages, Slavic and Eastern Languages, Sociology, Theology.

Early in his career at Boston College, usually toward the end of his Freshman year, each student makes his final selection of one of these fields of concentration. He is guided in this choice by a faculty adviser, the appropriate administrative officials, and the Chairman of the Department in which he is interested. The various majors or fields of concentration, whose courses make up the larger part of the student's upper divisional work, are so internally arranged as to provide the student with adequate preparation for graduate work in his major field.

### REQUIREMENTS FOR THE DEGREE

The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average, of 38 one-semester courses (each carrying at least three semester-hour credits). These courses will normally be arranged as follows: five per semester in Freshman, Sophomore, and Junior years, and four per semester in Senior year.

One-semester courses in the number and subjects indicated below constitute the basic liberal core required of all students:

- 2 in English
- 2 in History of European Civilization
- 2 in a Classical or Modern Foreign Language
- 2 in Social Science (Economics, Political Science, Psychology, or Sociology)
- 4 in Mathematics and/or Science
- 3 in Philosophy
- 3 in Theology

The student elects 20 one-semester courses in his major and other fields. Ordinarily, at least 8 and not more than 12 electives will be in the major field and the remainder in one or more other fields.

### PRE-LEGAL STUDIES

Specific pre-legal courses are not prescribed. A sound pre-legal education should develop in the future law student a clear reasoning power, a facility in accurate expression, a mature balance of judgment, and an ability to appreciate the moral, social, and economic problems involved in the administration of justice in modern society. For this purpose, a rigorous liberal arts program is recommended. In the choice of elective courses, the selection of professors is more important than the selection of courses. It is strongly urged that pre-legal students elect professors who exact a large volume of work and independent thinking from their classes. Law study is arduous and critical; it cannot be pursued successfully by cramming information or memorizing conclusions. Elective courses may be taken profitably in accounting, economics, and sociology, and in American and English constitutional history.

### PRE-MEDICAL/PRE-DENTAL STUDIES

The admissions literature of Medical and Dental Schools makes clear that they prefer the collegiate applicant who has majored and excelled in a field of interest, while demonstrating ability and achievement in several science courses. Thus, the student planning to study medicine or dentistry may choose for his major field any one of the humanities or sciences, or social sciences. Whatever his major, he is expected to acquire a liberal education, and is required to have among his collegiate courses one year of each of the following, with laboratory: Inorganic Chemistry, Organic Chemistry, Biology and Physics. In addition, some Medical and Dental schools suggest, or recommend, one or two science electives; a large and growing number require a year of the calculus. Since, normally, application for Medical and Dental schools is made early in Senior year, and since, therefore, evaluation and decision are based on the student's record for three years, completion of the required sciences and mathematics by the end of Junior year is strongly recommended.

### MAJOR IN BIOLOGY

The Biology program is designed primarily to prepare students for graduate work in the biological sciences. Such preparation demands a background in the allied fields of chemistry, mathematics, and physics. Two semesters of chemistry (general and organic) are required. Other highly recommended courses are quantitative chemistry, physical chemistry, and biochemistry. A minimal number of required courses in biology permits the development of a program tailored to the needs and ability of the individual student. A required introductory biology course of two semes-



ters acquaints the student with the scientific method and provides an overall view of the field. Four upper division courses, which may be taken in biology, chemistry, or physics, complete the requirements for this major.

### MAJOR IN CHEMISTRY

The Chemistry Department offers a curriculum designed to educate the chemist in a liberal arts atmosphere. The first three years cover the four fundamental branches of chemistry: inorganic, analytical, organic, and physical. Advanced work is taken in the senior year, according to the plan of the American Chemical Society. A variety of advanced courses are offered to suit the needs of the student preparing for graduate study, or of the student who will go directly into industry or teaching. Additional elective courses are also available in biology, physics, and mathematics. In senior year the student may include in his program laboratory, theoretical, or library research, as well as advanced courses. German, mathematics, and physics are necessary complements of the chemistry courses. The Chemistry Department is approved by the Committee on Professional Training of the American Chemical Society.

### MAJOR IN CLASSICS

The major in Classics offers students the opportunity to read the original texts of two of the great literatures which have formed the West. Intensive readings in Homer, the historians, the tragedians, the lyric poets; in the pre-Socratics, Plato, Aristotle and the philosophers after them; readings in the Roman interpretation of the Greek experience, and a view of the Christian patristic synthesis of Christianity and *paideia*: all these offer one of the best forms of liberal education.

Interdisciplinary cooperation with other departments—notably English, History, Philosophy and Theology—makes possible integrated programs which are based on an exact knowledge of Latin and Greek, and the ability to read them with some ease.

A major in Classics is an education, first of all. In the past, graduate students with a major in Classics have gone on to distinguished work in Classics, related fields, and law at universities across the country.

### MAJOR IN ECONOMICS

Students major in Economics, either for its general value in providing background training for careers in business, law, finance, administration, and similar professions, or because they desire to pursue further graduate study and become professional economists. As economists, majors in Economics will have a choice of the following employment opportunities: 1) college or university teaching; 2) research in governmental offices, in business and industry, in banks, in labor unions, and in private research foundations; 3) administrative or management positions in industry or government; 4) editorial and journalistic positions devoted to business or economic writing and editing; and 5) private advisory and consulting work for many different organizations.



Economists study the whole process through which man makes a living. They study the organization of industries; the labor supply and its use; the commercial banking and credit structure, and government finance, both local and national; international trade and how it is financed; the national income and wealth, its production and distribution; the growth and shifts in population; standards of living; the use and conservation of land and natural resources.

### MAJOR IN ENGLISH

The student who majors in English is offered a variety of courses ranging from the earliest period to modern times, from early drama to creative writing. His understanding and, with it, his enjoyment of literature may be developed through intensive study of a single author (Chaucer, Shakespeare, Milton), through the mastery of an entire period (for example the eighteenth century, the Victorian period), and through the survey of a nation's literary history (American Literature). The immediate satisfaction in such a study is the knowledge gained thereby of man's various responses to the world and of human values as they have been imaginatively expressed with all the resources of our native language.

An English major is not primarily a training for any specific vocation. Students who formerly majored in English, however, are now active especially in the following fields: graduate and professional studies (English is one of the recommended majors for pre-law students); teaching; writing, both creative and commercial; editorial work; public relations; advertising; and business.

### MAJOR IN GEOLOGY AND GEOPHYSICS

The undergraduate in the Department of Geology and Geophysics may specialize in either of two areas. The major who chooses the geology option for chief emphasis will minor in mathematics and related basic sciences. The future solid earth geophysicist, meteorologist, or oceanologist may specialize in mathematics or physics, while minoring in geological studies.

Geology majors are required to complete at least the basic courses in physical and historical geology, mineralogy, field structural geology, stratigraphy, the calculus, physics, and chemistry. Majors planning careers as geophysicists, meteorologists, or oceanologist will complete courses in advanced calculus, physical chemistry, advanced geophysics, and selected geology and/or geophysics courses with the approval of their advisor.

As a major leading to graduate programs in various areas of earth science, such as geology, geophysics, geochemistry, astronomy, meteorology, or oceanology, this program with its strong emphasis on the semi-quantitative and quantitative aspects of the sciences, will provide excellent preparation for acceptance at the best graduate schools.

## MAJOR IN GERMAN

The curriculum for majors in Germanic Studies is designed to give students an active command of the German language. It enables the student to gain an insight into German literature and German culture, providing a firm background for graduate study.

Students majoring in Germanic Studies are required to take the following courses:

- 1) Survey of German Literature (6)
- 2) Two period or genre courses in German Literature (12)
- 3) Advanced Composition (6)

Two electives are to be chosen from the following:

- 1) Cultural background of German Literature (6)
- 2) History of the German Language and/or a course in Germanic Philology (6)
- 3) Another period or genre course in German Literature (6)
- 4) A second foreign language (6)

Prerequisites for majoring in German is the completion, with honor grades, of the second-year college course in German, or its equivalent.

Subject to departmental approval, the Honors Program in German is offered to students who maintain a cumulative average of at least B, and B+ in German.

Students who, in the judgment of the Department, show exceptional ability in the field of German, are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project, which will lead to an Honors Thesis.

## MAJOR IN HISTORY

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, and Latin American History. Careful advance planning is particularly essential for the student interested in the study and teaching of history at the graduate level. Such planning can also provide the student with a sequence of courses which will prepare him for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, or in teaching at the elementary and secondary levels.

A history major is required to take History 1-2 — European Civilization since the Renaissance — and History 41-42 — American Civilization. Students planning to concentrate in history are encouraged to take History 1-2 in their freshman year. If they have fulfilled these requirements no later than their sophomore year, they will have acquired the

prerequisites for most elective courses in junior and senior years. Beginning students who have Advanced Placement, or who have successfully passed the departmental qualifying examination, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above, the history major will be required to take a maximum of twenty-four credits in upper-division history electives (including at least six credits in some field of history before 1500 A.D. — not to include the Renaissance). It is also recommended that history majors who intend to do graduate study take History 139—Introduction to Historical Method—at an early stage in their elective program, preferably in sophomore year.

In order to assure a well-balanced program, no more than twelve upper-division credits may be earned in any single field. These fields are: Ancient, Medieval Europe, Modern Europe, East Europe and Russia, United States, Latin America, and Asia.

Students who, in the judgment of the Department, give promise of significant achievement in the field of history should begin in the second semester of their junior year, under the direction of a member of the Department, a special research project which will lead to an Honors Thesis. Each student's research project must initially be approved by the Honors Committee of the History Department. To facilitate the completion of their Honors Thesis, such students may enroll in History 199—Senior Seminar—in their senior year. The Honors Thesis, in duplicate, must be submitted for the approval of the Department by April 15 in the senior year. One copy of the Thesis will become the property of the Department; if the Thesis is later published, in whole or in part, proper acknowledgment must be made to the College. The grade received on the Honors Thesis will become a permanent part of the student's academic record.

## MAJOR IN MATHEMATICS

The Department of Mathematics offers a program leading to an A.B. degree. The sequence of required mathematics courses is: Calculus in Freshman year; Intermediate Calculus and Modern Algebra in Sophomore year; Advanced Calculus in Junior year; and two elective courses (6 semester hours) in Junior or Senior year. Students preparing for graduate work in Mathematics, or for a career as a mathematician in industry, will normally take more mathematics courses than the required minimum. A two-semester course in Physics is also required for Mathematics Majors.

## MAJOR IN ROMANCE LANGUAGES AND LITERATURES

The Department of Romance Languages and Literatures offers courses in French, Italian, Portuguese, Rumanian, and Spanish. Students majoring in this discipline may concentrate in French, Italian, or Spanish. They may



also take Arabic, Chinese, German, Portuguese or Rumanian as second languages. Thirty-six credits must be earned by majors within the following curriculum of courses:

- 1) Survey of Literature (6)
- 2) A minimum of two period or genre courses in literature (12)
- 3) Advanced Composition (6)
- 4) Two electives to be chosen from the following:
  - a) A second foreign language (6)
  - b) Comparative or Interdepartmental course (6)
  - c) A third period of the major literature (6)
  - d) Cultural backgrounds of literature (6)
  - e) Phonetics (3)
  - f) Advanced Conversation (3)
  - g) Linguistics (3)

Prerequisite for majoring in Romance Languages is the completion, with honor grades, of the second-year college course in the language of specialization, or its equivalent. It is recommended, particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their Freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of their major language in college should plan to take an intermediate course during the summer following their freshman year.) Here are two possible sequences.

Freshman year:	11-12	(Intermediate)
Sophomore year:	71-72	(Contemporary Masterpieces)
	103-04	(Phonetics and Conversation)
Junior year:	101-02	(Survey of Literature)
	6 hours	major elective
Senior year:	181-82	(Advanced Composition)
	two period or genre courses	
		and
Freshman year:	71-72	(Contemporary Masterpieces)
Sophomore year:	101-02	(Survey of Literature)
	103-04	(Phonetics and Conversation)
Junior year:	181-82	(Advanced Composition)
	a period or genre course	(6)
Senior year:	6 hours	major elective
	a period or genre course	(6)



Students who plan to major in Romance Languages should consult the Chairman of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

The Honors program in Romance Languages and Literatures is offered to students majoring in French, Italian or Spanish. Students must maintain a cumulative average of B and B + in their major field, to qualify for Departmental Honors.

The core curriculum in the Honors Program, which should be initiated no later than the first semester of the sophomore year, includes the following courses:

Survey of Major Literature (6)

Advanced Composition (6)

Three Periods or Genre Courses in Major Literature (18)

Two Courses in a Second Foreign Language (12)

Senior Seminars required in the Honors Program will generally focus upon a major movement in West European literature, such as Romanticism, the Medieval Lyric, Enlightenment, the Renaissance, Classicism, or Existentialism. In 1969-70 the subject will be Studies in the Renaissance. Fifteen meetings of two hours duration will be held, on a weekly basis. Significant French, Italian, and Spanish literary works will be discussed in English, under the direction of specialists in each language.

The seminar, which will terminate at the end of the first semester, will prepare candidates to write honor essays in their major language on some aspect of the seminar topic. One copy of these essays will become the property of the Department.

A total of six credits will be granted for completion of the program, at the end of the second semester, and may be counted as the third period or genre course in the major literature, by candidates who have already completed courses in two other periods.

An oral examination of no more than one hour's duration, part of which will be conducted in the candidate's major language to determine his proficiency, will cover the three periods of literature included in his course curriculum.

A Departmental Committee will conduct the examination, evaluate the essay, and formulate a recommendation for Honors which will be incorporated into the student's academic record.

### MAJOR IN LINGUISTICS

The Department of Slavic and Eastern Languages offers a program of concentration in Linguistics, which may also be combined with the study of classical or modern languages and literatures, or with one of several re-

lated disciplines, including relevant areas of philosophy, theology, mathematics, sociology, psychology, comparative literature or cultural history, and the natural sciences.

The regular program leading to a Bachelor of Arts degree in Linguistics requires a minimum of thirty-six credits in advanced courses with study and research on matter of a linguistic or philosophical nature. Concentration in a special area is strongly recommended.

For programs incorporating a combined major, which must have the approval of the Dean and the Chairmen of the appropriate departments, at least twenty-four credits in linguistics and twelve credits in higher courses of the allied field are required.

Students majoring in Linguistics will be required to have working knowledge of at least one classical and one modern language.

### MAJOR IN PHILOSOPHY

Philosophical study at Boston College provides the opportunity for free and open-ended inquiry into the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of upper-division elective courses that allows the student to construct a program centering on his own major interests. Special sections of "core" philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the chairman and the individual professor, enroll in certain of the graduate philosophy courses.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

### MAJOR IN PHYSICS

The Department of Physics offers a major in Physics with a balanced program of classical and modern physics. The sequence of courses, integrated with the accompanying courses in mathematics, aims primarily at preparing the gifted student for graduate study in physics. At the same time, it endeavors to communicate to the student the basic theoretical and experimental techniques requisite for employment and advancement as a professional physicist. Special arrangements for admission to candidacy for this degree may be made for those exceptional students who, in the judgment of the Department, give promise of significant contributions to the world of physics.

### MAJOR IN POLITICAL SCIENCE

Students choosing Political Science as their field of concentration must take Fundamental Concepts of Political Science before undertaking electives within the department. They will then take at least 18 credits in Po-

litical Science electives selected in such a manner as will engage them in at least three of the four (starting with the class of 1971; this becomes *each* of the four) major areas in the discipline: American Government; Comparative Government; Political Theory; and International Politics. The remaining 18 elective credits may be in some closely related field, such as History, Economics, or Sociology. The sequence of course prepares the students for the following objectives: government administration, foreign service, law, graduate work, and teaching in the social sciences.

### MAJOR IN PSYCHOLOGY

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of human personality; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic undersanding of human behavior as a supplement to some other major field of concentration. Students majoring in psychology must take Introductory Psychology, Psychological Statistics, a Methods course, one year of Mathematics, and one year of a laboratory science such a Biology, Chemistry, or Physics.

### MAJOR IN RUSSIAN

The Department of Slavic and Eastern Languages offers an undergraduate major in Russian. Intensive Intermediate Russian (RS 61-62) is obligatory for all majors. The major consists of 24 credits of which 6 from RS 61-62 can be counted. Majors will be expected to choose the remaining credits equally from the upper-level literary and linguistics courses offered in the department. Majors may not count RS 157 or RS 158 as credits.

The undergraduate major with Honors in Russian consists of 24 semester credits beyond Intensive Intermediate Russian (RS 61-62). Old Church Slavonic and History and Structure of Modern Russian are required for Honors. In addition to this, honors candidates will be required to take one year of a second Slavic language and to submit in their senior year an honors paper on some literary or linguistic topic.

### MAJOR IN SOCIOLOGY

The undergraduate program in Sociology is designed primarily for students planning graduate work in sociology or in social work. The introductory course provides the student with a background in the fundamental facts, problems, and the structure of American society in preparation for more advanced courses. A special course in the Sociology of the Family is offered because of the importance of the family to the individual and to society as a whole. Other courses in the Sociology of Crime, Race



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Relations, Industrial Sociology, Social Mobility, Sociological Theory, and the Sociology of American Catholicism provide a comprehensive examination of various areas in the field of Sociology.

### MAJOR IN THEOLOGY

Students majoring in theology will be expected to complete thirty semester hours of credit. The six semester hours of credit acquired from the core curriculum in freshman and sophomore years may be included in the total of required hours. In addition, at the discretion of the Chairman of the Theology Department and the Chairman of the Philosophy Department, six semester hours of credit may be acquired from the elective courses offered by the Philosophy Department.



## DEPARTMENTS AND CHAIRMEN

- |                                     |   |
|-------------------------------------|---|
| 1. BIOLOGY                          | Dr. James J. Gilroy, <i>Chairman</i>  |
| 2. CHEMISTRY                        | Dr. Irving J. Russell, <i>Chairman</i>  |
| 3. CLASSICS                         | Dr. Robert F. Renehan, <i>Acting Chairman</i>   |
| 4. ECONOMICS                        | Rev. Robert J. McEwen, S.J., <i>Chairman</i><br>Dr. Alice E. Bourneuf, <i>Vice-Chairman</i><br><i>and Acting Chairman</i> |
| 5. EDUCATION                        | Dr. Donald T. Donley, <i>Chairman</i>   |
| 6. ENGLISH                          | Dr. John L. Mahoney, <i>Chairman</i><br>Dr. Andrew Von Hendy, <i>Assistant Chairman</i>                                   |
| 7. FINE ARTS                        | Dr. Josephine von Henneberg, <i>Chairman</i>  |
| 8. GEOLOGY AND<br>GEOPHYSICS        | Rev. James W. Skehan, S.J., <i>Chairman</i>   |
| 9. GERMANIC STUDIES                 | Dr. Heinz Bluhm, <i>Chairman</i>  |
| 10. HISTORY                         | Dr. Thomas H. O'Connor, <i>Chairman</i>   |
| 11. MATHEMATICS                     | Dr. Gerald G. Bilodeau, <i>Chairman</i>   |
| 12. MILITARY SCIENCE                | Lt. Colonel Frank C. Schofield, U.S.A.,<br><i>Chairman</i>  |
| 13. MUSIC                           | Dr. Josephine von Henneberg, <i>Acting</i><br><i>Chairman</i>   |
| 14. NATURAL SCIENCES                | Rev. James W. Skehan, S.J., <i>Chairman</i>   |
| 15. PHILOSOPHY                      | Rev. Joseph F. Flanagan, S.J., <i>Chairman</i>  |
| 16. PHYSICS                         | Dr. Robert L. Carovillano, <i>Chairman</i>  |
| 17. POLITICAL SCIENCE               | Dr. David Lowenthal, <i>Chairman</i>  |
| 18. PSYCHOLOGY                      | Dr. John M. vonFelsinger, <i>Chairman</i>   |
| 19. ROMANCE LANGUAGES               | Dr. Normand R. Cartier, <i>Chairman</i><br>Dr. Norman Araujo, <i>Acting Chairman</i>                                      |
| 20. SLAVIC AND EASTERN<br>LANGUAGES | Dr. Lawrence G. Jones, <i>Chairman</i>  |
| 21. SOCIOLOGY                       | Dr. Ritchie P. Lowry, <i>Chairman</i>   |
| 22. SPEECH                          | Dr. John H. Lawton, <i>Chairman</i>   |
| 23. THEOLOGY                        | Rev. Thomas P. O'Malley, S.J., <i>Acting</i><br><i>Chairman</i>   |
| 24. INTERDEPARTMENTAL PROGRAM:      |   |
| RUSSIAN AND EAST<br>EUROPEAN CENTER | Dr. Raymond T. McNally, <i>Director</i>   |

## DEPARTMENT OF BIOLOGY

*Professors:* REV. WILLIAM D. SULLIVAN, S.J.\*, YU-CHEN TING  
CHAI H. YOON.

*Associate Professors:* WALTER J. FIMIAN, JR., JAMES J. GILROY  
(*Chairman*), MAURICE LISS, FRANCIS L. MAY-  
NARD, JOSEPH A. ORLANDO, PETER RIESER,  
CHESTER S. STACHOW.

*Assistant Professors:* MARIA L. BADE, REV. DONALD J. PLOCKE, S.J.,  
ALLYN H. RULE.

*Lecturers:* JAMES H. GRAHAM, M.D., ELINOR M. O'BRIEN, JOLANE  
SOLOMON.

*Teaching Fellows:* JOHN COUGHLIN, ZOHREH REZAI, SR. MARY ANN  
FOLEY.

*Graduate Assistants:* RITA BATTLES, Y. MOHAN BHATNAGAR, DOLORES  
FARRELL, MAURA FLANNERY, VICTOR JEDEDE,  
JERILYN KING, RONALD MAJOCHA, NANCY MA,  
ANNE MORIN, RITA RYAN, RONALD SAPIENTE,  
MARY SEGAR, PAMELA STREET, LORRAINE SWAN,  
ANNE TOPOR, MARSHALL YOKELL.

*University Fellow:* THOMAS BERGER.

*NSF Trainees:* CAROL GOLESKI, JANE EISENBERG, JUDITH PRASK.

*NDEA Fellows:* DAVID EBERIEL, WILLIAM GRAZIADEI, SR. REARDON.

\*Sabbatical Leave, 1969-1970.

## BIOLOGY 3—GENERAL BIOLOGY I (SCIENCE REQUIREMENT)

(4 Sem. Hrs.)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development); and their function in association (topics discussed include behavior, population dynamics, ecology, evolution).

*Three lectures and one three-hour laboratory period per week for one semester.*

*Profs. Bade, Rieser and Staff*

## BIOLOGY 4—GENERAL BIOLOGY II (SCIENCE REQUIREMENT)

(4 Sem. Hrs.)

A continuation of Biology 3.

*Profs. Bade, Rieser and Staff*

- BIOLOGY 5—GENERAL BIOLOGY I (3 Sem. Hrs.)  
A survey of Biology without laboratory for students not enrolled in the College of Arts and Sciences.

*To be announced*

- BIOLOGY 6—GENERAL BIOLOGY II (3 Sem. Hrs.)  
A continuation of Biology 5.

*To be announced*

- BIOLOGY 13—INTRODUCTORY BIOLOGY (4 Sem. Hrs.)  
Lectures taken concurrently with lectures in Biology 3. (See Biology 3). Supplementary information given to provide greater depth and a detailed knowledge in selected areas. A laboratory course separate from Biology 3 will be offered in Biology 13. The objective of this course is to familiarize the student with the scientific method of investigation.

*Profs. Bade, Rieser and Staff*

- BIOLOGY 14—INTRODUCTORY BIOLOGY (4 Sem. Hrs.)  
A continuation of Biology 13.

*Profs. Bade, Rieser and Staff*

- BIOLOGY 100—COMPARATIVE VERTEBRATE EMBRYOLOGY (4 Sem. Hrs.)  
A study of the anatomy and physiology of reproduction, gametogenesis, and the early stages of development of the chick and mammalian embryo.

*Three lectures and one three-hour laboratory period per week for one semester.*

*Prof. Fimian*

- BIOLOGY 102—HISTOLOGY (4 Sem. Hrs.)

A study of human tissues and organs by means of the microscope; and the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology, and surgery.

*Three lectures and one three-hour laboratory period per week for one semester.*

*Prof. Graham*

- BIOLOGY 103—GENETICS (4 Sem. Hrs.)

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics.

*Three lectures and one two-hour laboratory period per week for one semester.*

*Prof. Yoon*



**BIOLOGY 106—CELL BIOLOGY** (3 Sem. Hrs.)

Students will meet with the instructor in a class involving formal lectures and informal discussion. Cellular and molecular aspects of selected biological processes will be covered. Topics will include viral, bacterial and animal systems. The content of the course will be derived from related scientific papers published in journals. Enrollment will be limited to 25 students.

*Three meetings per week. (Second Semester)*

*Prerequisites: Biology 13, 14 and Chemistry 31, 32.*

*Prof. Liss*

**BIOLOGY 111—CYTOLOGY** (4 Sem. Hrs.)

Lectures will deal with the cell and its components, with special emphasis on the structural, functional, and heredity aspects. Laboratory exercises cover both animal and plant materials.

*Three lectures and one three-hour laboratory period per week for one semester.*

*Prof. Ting*

**BIOLOGY 121—BACTERIOLOGY** (4 Sem. Hrs.)

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man.

*Three lectures and one three-hour laboratory period per week for one semester.*

*Prerequisite: Biology 13 and 14, Chemistry 31 and 32.*

*Prof. Gilroy*

**BIOLOGY 145—INTRODUCTION TO BIOCHEMISTRY I** (3 or 4 Sem. Hrs.)

A study of the biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, gene action, control mechanisms and macromolecular biosynthesis will also be included.

*Two seventy-five minute lectures and one three-hour laboratory period per week for two semesters. (Laboratory is optional).*

*Prerequisite: Organic chemistry.*

*Profs. Orlando and Stachow*

**BIOLOGY 146—INTRODUCTION TO BIOCHEMISTRY II** (3 or 4 Sem. Hrs.)

A continuation of Biology 145.

*Profs. Stachow and Orlando*

**BIOLOGY 153—GENERAL PHYSIOLOGY** (4 Sem. Hrs.)

The cell's organization. The cell's environment, including water, gases, temperature and pH. Exchange of materials across the cell membrane. Bioenergetics. Irritability and contractility.

*Three lectures and one three-hour laboratory period per week for one semester.*

*Prof. Maynard*

**BIOLOGY 154—VERTEBRATE PHYSIOLOGY** (4 Sem. Hrs.)

A study of the basic principles of physiology, primarily as illustrated by the vertebrates, with emphasis on the physico-chemical aspects and homeostatic mechanisms of the functional systems.

*Two lectures and one four-hour laboratory period per week for one semester.*

Prof. Maynard

**BIOLOGY 157—GENERAL ENDOCRINOLOGY** (4 Sem. Hrs.)

Lectures on the embryology, morphology, the physiologic and biochemical actions of endocrine glands. The course is limited to seniors who have completed three of the following five prerequisites: embryology, histology (or cytology), physiology, organic chemistry, biochemistry. A term paper is required. Limited to the Fall semester.

*Two seventy-five minute lectures and one hour arranged per week for one semester.*

Prof. Solomon

**BIOLOGY 159-160—UNDERGRADUATE RESEARCH** (1-4 Sem. Hrs./Sem.)

Undergraduate students of advanced standing may participate in research projects in the laboratory of any faculty member. Credits will vary with the hours per week devoted to the project. One credit is allowed for three hours of research with the permission of the chosen professor.

THE DEPARTMENT

**BIOLOGY 161-162—ADVANCED UNDERGRADUATE RESEARCH**

(1-4 Sem. Hrs./Sem.)

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the staff.

THE DEPARTMENT

**BIOLOGY 164—MOLECULAR BIOPHYSICS** (4 Sem. Hrs.)

An introduction to biophysics, with emphasis on the structure and function of proteins and nucleic acids. Topics to be considered include protein synthesis, information theory, energy transformations, determination of macromolecular structure, interaction of living systems with both ionizing and nonionizing radiation, the molecular basis of enzyme action.

*Three lectures and one three-hour laboratory period per week for one semester. Prerequisites: One year of calculus, Biology 13 and 14, Chemistry 31 and 32, Physics 23 and 24.*

Prof. Plocke, S.J.

**BIOLOGY 190-191—TUTORIAL IN BIOLOGY** (1-4 Sem. Hrs./Sem.)

A directed study through assigned readings and discussions of various areas of the biological sciences. Enrollment is with the permission of the professor.

THE DEPARTMENT

## DEPARTMENT OF CHEMISTRY

*Professors:* JOSEPH BORNSTEIN, ANDRE J. DE BETHUNE, GEORGE VOGEL.

*Associate Professors:* O FRANCIS BENNETT, JEONG-LONG LIN, TIMOTHY E. MCCARTHY, ROBERT F. O'MALLEY, IRVING J. RUSSELL, (*Chairman*).

*Assistant Professors:* EDWARD J. BILLO, THEODORE JULA, NEIL B. JURINSKI\*, T. ROSS KELLY, REV. DONALD I. MACLEAN, S.J., HENRY MALTZ, YUH-KANG PAN, DENNIS J. SARDELLA, VISHUBHOTLA SUBRAHMANYAM, REV. JOHN R. TRZASKA, S.J., WILLIAM VALANCE.

*Boston College University Fellow:* MARY TWAROWSKI.

*Graduate Assistants:* LOUIS P. AMORUSO, SR. ROSE CURRY, ANTHONY DISALVO, LINDA GIDDINGS, MARYLYN GRANT, MARY HAGEN, BARBARA KELLY, DONALD MULDOON, MARY NAVAROLI, CASSANDRA MCLAURIN, ANNE O'BRIEN, ELEANOR SHEEHAN, FLORENCE WU.

*Teaching Fellows:* JAMES E. JOHNSON, HENRY RAUSEN, GEORGE TREGAY, JON ZEELAND, JAMES FARRINGTON, CHARLES CARR, DARRELL SANDERS, MICHAEL McELLIGOTT.

*National Aeronautics and Space Administration Trainee:*  
VICTOR ROMAN.

*National Defense Education Act Fellow:*  
LORRAINE VEKKINS.

*National Science Foundation Trainees:*  
CATHERINE KOERNTGEN, SR. MAXYNE SCHNEIDER, JANET R. VITIELLO.

*Research Assistants:* JOSEPH R. DRISCOLL, JOHN GRIFFIN, KENNETH GONSAVES, JOHN KOTOWSKI, SHIH-LIEH FANG, GRACY THOMAS, JOHN TSANG, NICHOLAS D. TZIMOPOULOS.

\*On Leave of Absence, 1969-1970.

## CHEMISTRY 3-4—GENERAL CHEMISTRY (6, 8 Sem. Hrs.)

A terminal course in chemistry for non-science majors with an emphasis on the methodology of the science. The major quantitative principles of chemistry, including thermodynamics, are treated. Both inorganic and organic chemistry are included.

*Three hours and one laboratory period per week for two semesters.*  
Prof. Trzaska



## CHEMISTRY 5-6—GENERAL CHEMISTRY (8 Sem. Hrs.)

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

*Three hours and one laboratory period per week for two semesters.*  
*Prerequisite: One year of high school chemistry.*

*Prof. O'Malley*

## CHEMISTRY 31-32—ORGANIC CHEMISTRY (8 Sem. Hrs.)

An introduction to the chemistry, properties, and uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

*Three hours and one four-hour laboratory period per week for two semesters.*

*Prerequisite: Chemistry 5-6.*

*Profs. Bennett, Maltz and Vogel*

## CHEMISTRY 61—DETERMINATION OF ORGANIC STRUCTURES

(4 Sem. Hrs.)

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a member of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course.

*Two hours and two 3-hour laboratory periods per week for one semester. (First Semester)*

*Prerequisite: Chemistry 31-32.*

*Prof. Bornstein*

## CHEMISTRY 63—QUANTITATIVE ANALYSIS (4 Sem. Hrs.)

The fundamental chemical laws, the theory of solutions as applied to volumetric analysis, gravimetric and elementary instrumental procedures. The laboratory serves as an introduction to basic methods of chemical analysis.

*Three hours and one laboratory period per week for one semester.*

*Prerequisite: Chemistry 5-6.*

*(First Semester)*

*(Second Semester)*

*Prof. Subrahmanyam*

*Prof. Russell*



## CHEMISTRY 64—ANALYTICAL CHEMISTRY (5 Sem. Hrs.)

This course presents the essential principles of the standard methods of quantitative analysis in the framework of chemical theory. The laboratory work aims at the acquisition of proper techniques for precise analytical work and use of typical instrumental methods for determination of the chemical elements.

*Three hours and two 3-hour laboratory periods per week for one semester (Second semester).*

*Prerequisite: Chemistry 31-32, 81.*

*Prof. Julia*

## CHEMISTRY 81-82—PHYSICAL CHEMISTRY (8 Sem. Hrs.)

A study of the principles of chemistry through the application of physics and mathematics at an advanced level, based on thermodynamics, kinetic theory, quantum mechanics, and structural chemistry.

*Three hours and one problem section per week for two semesters.*

*Prerequisites: Chemistry 31-32; Mathematics 23-24;*

*Physics 23-24.*

*Prof. Valance*

## CHEMISTRY 87—PHYSICAL CHEMISTRY (3 Sem. Hrs.)

A one semester introduction to the principles of chemistry, based on the application of thermodynamics, kinetic-theory and quantum mechanics to molecular systems. Systems of biological importance will be stressed.

*Prerequisites: Ch. 31-32; Math. 5-6; Physics 27-28.*

*(Second Semester)*

*Prof. de Bethune*

## CHEMISTRY 99—SPECIAL PROBLEMS IN CHEMISTRY (3 or 6 Sem. Hrs.)

Directed research, or the study of a special chemical problem. Only one semester of this sequence may be counted towards A.C.S., advanced course and upper level laboratory requirements.

*Prerequisite: Chemistry 81-82.*

*Admission by permission only. Laboratory by arrangement.*

*THE DEPARTMENT*

## CHEMISTRY 121—METHODS OF THEORETICAL CHEMISTRY (3 Sem. Hrs.)

A mathematical and physical preparation for quantum and statistical mechanics.

*(First semester)*

*Prof. Pan*

## CHEMISTRY 123—ELECTROCHEMISTRY (3 Sem. Hrs.)

The theory of electrolysis and the galvanic cell. Faraday's Laws, conductance and transference of solution. The free energy of electrochemical reactions. The measurement of pH. The chemical nature of strong and weak electrolytes. Irreversible phenomena, polarization and over-voltage.

*(Second semester)*

*Prof. de Bethune*

## CHEMISTRY 124—CHEMICAL THERMODYNAMICS (3 Sem. Hrs.)

The first and second laws of thermodynamics. Entropy and free energy, equilibrium, phase rules, phase diagram and activities. Third law and Nernst Theorem.

(First semester)

Prof. de Bethune

## CHEMISTRY 125—CHEMICAL KINETICS AND MECHANISMS (3 Sem. Hrs.)

Collision and transition state theory relating to chemical rate processes. Kinetics and mechanisms of reaction in homogeneous solution. Fast reactions and mechanism of flames.

(Second semester)

To be announced

## CHEMISTRY 126—INTRODUCTION TO STATISTICAL MECHANICS

(3 Sem. Hrs.)

An introduction to statistical mechanics and its application to problems of chemical interest.

(First semester)

Prof. Lin

## CHEMISTRY 127—INTRODUCTION TO QUANTUM MECHANICS

(3 Sem. Hrs.)

An introduction to quantum mechanics and its application to problems of chemical interest.

(First semester)

Prof. Lin

## CHEMISTRY 129—CHEMICAL SPECTROSCOPY

(3 Sem. Hrs.)

Spectra of atoms and molecules. Theoretical determination of energies and structures. Application of quantum mechanics to spectroscopic models.

(To be offered 1970-1971)

Prof. Subrahmanyam

## CHEMISTRY 143—BIOCHEMISTRY

(3 Sem. Hrs.)

A detailed study of amino acids and proteins, fats, Carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds and the recent theories relative to the chemistry of the living cell.

(Second semester)

Prof. McCarthy

## CHEMISTRY 144—BIOCHEMISTRY

(4 Sem. Hrs.)

Lecture as in Ch. 143. Laboratory includes the ionic properties of amino acids and proteins; peptide synthesis, isolation and assay of enzymes; gas chromatographic analysis of sugars and amino acids, biochemical properties of carbohydrates, lipids and related compounds. One laboratory period per week.

(Second semester)

Prof. McCarthy

## CHEMISTRY 151—ADVANCED ORGANIC CHEMISTRY (I) (3 Sem. Hrs.)

A detailed discussion of structure and mechanism in organic chemistry. Stereochemistry, spectral data interpretation, intermediates (carbonium ions, carbanions, carbenes and radicals) and orbital symmetry correlations are considered.

(First semester)

Prof. Maltz

## CHEMISTRY 158—ADVANCED ORGANIC SYNTHESIS: LABORATORY

(2 Sem. Hrs.)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. Two laboratory periods per week.

(Second semester)

Prof. Bornstein

## CHEMISTRY 165—SPECTROMETRIC TECHNIQUES

(4 Sem. Hrs.)

A laboratory course in the practical application of modern spectroscopic instrumentation to physical chemical and analytical problems, in particular to the determination of structures of inorganic and organic molecules. Fundamental electronics and atomic, molecular, emission, absorption, ultraviolet, visible, infrared, NMR, ESR, alpha, beta, gamma, x-ray diffraction spectroscopy. Three lectures and one 4-hr. laboratory.

(Second semester)

Prof. Billo

## CHEMISTRY 185—PHYSICAL CHEMISTRY LABORATORY

(4 Sem. Hrs.)

An introduction to experimental methods for obtaining physical chemical data. Experiments are selected to illustrate basic principles of physical chemistry. Two lectures and six hours laboratory per week.

(First semester)

Prof. MacLean, S.J.

## CHEMISTRY 187—QUANTUM CHEMISTRY AND MOLECULAR STRUCTURE

(3 Sem. Hrs.)

A discussion of current theories of bonding based on a wave mechanical interpretation. Application of valence-bond and molecular orbital theories and group theory to chemical systems. Derivation of chemical information from wave functions.

(Second semester)

Prof. Pan

## CHEMISTRY 189—NUCLEAR AND RADIOCHEMISTRY

(3 Sem. Hrs.)

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields. Two lectures and laboratory per week.

(Second semester)

Prof. Subrahmanyam

## CHEMISTRY 191—PRINCIPLES OF INORGANIC CHEMISTRY (I)

(3 Sem. Hrs.)

An introduction to the chemistry of the lighter elements, emphasizing the descriptive chemistry and periodic relationships.

(First semester)

Prof. Jula

## CHEMISTRY 192—PRINCIPLES OF INORGANIC CHEMISTRY (II)

(3 Sem. Hrs.)

A detailed treatment of the bonding in inorganic chemistry with emphasis on the transition metals, including their descriptive chemistry.

*Prerequisite: Chemistry 191.*

(Second semester)

Prof. Billo



## DEPARTMENT OF CLASSICS

*Professors:* JOSEPH P. MAGUIRE, REV. LEO P. MCCAULEY, S.J.

*Associate Professors:* EUGENE W. BUSHALA, ROBERT F. RENEHAN  
(*Acting Chairman*).

*Assistant Professors:* REV. DAVID H. GILL, S.J., MALCOLM MC-  
LOUD,\* REV. THOMAS P. O'MALLEY, S.J., REV.  
CARL J. THAYER, S.J.

*Teaching Fellow:* DONALD CLATTENBURG.

*Graduate Assistant:* CHERYL ROSTAD.

\*Sabbatical Leave, Spring term, 1970.

The courses offered are designed to meet the needs of three classes of students: those who wish to fulfill the language requirements; those who wish to minor in Classics while concentrating in some other fields; and those who wish to major in Classics. Concentration on text courses is strongly recommended for students preparing for graduate study and professional work in the field of Classics.

## GREEK

GREEK 1-2—ELEMENTARY GREEK (6 Sem. Hrs.)

This course introduces students to Attic Greek with a view to early reading of connected prose.

(*First semester*)

*Prof. McLoud*

(*Second semester*)

*Prof. Bushala*

GREEK 11-12—INTERMEDIATE GREEK (6 Sem. Hrs.)

Attic prose authors of moderate difficulty, such as Plato and Demosthenes, are studied.

*Prof. Thayer, S.J.*

GREEK 21-22—ADVANCED GREEK (6 Sem. Hrs.)

For this course there is a choice of one of the electives numbered.  
Classics 151-169.

## LATIN

LATIN 11-12—INTERMEDIATE LATIN (6 Sem. Hrs.)

A survey of prose and poetry of moderate difficulty.

(*First semester*)

*Prof. McLoud and Mr. Clattenburg*

(*Second semester*)

*Mr. Clattenburg*

LATIN 19-20—SELECTIONS FROM CICERO'S LETTERS AND LIVY (6 Sem. Hrs.)

An intermediate course designed for freshmen and intended to develop reading skill in Latin.

(*First semester*)

*Prof. McLoud*

(*Second semester*)

*Prof. Renehan*

LATIN 21-22—ADVANCED LATIN (6 Sem. Hrs.)

For this course there is a choice of one of the electives numbered.  
Classics 181-182, 195-196.

## CLASSICS

## (UPPER DIVISION ELECTIVES)

## GROUP I—COURSES IN ENGLISH TRANSLATION

## CLASSICS 105-106—CLASSICAL LITERATURE AND CIVILIZATION

(6 Sem. Hrs.)

Reading of classical literature in translation selected from Homer, the Greek historians, the tragedians, and some little philosophy; from Roman historians, poets, and especially Virgil; all against the historical and cultural background. Intended for History, English, and other majors, from all undergraduate colleges.

*Prof. O'Malley, S.J.*

## CLASSICS 111-112 (HISTORY 111-112—HISTORY OF GREECE

(6 Sem. Hrs.)

Greece from the earliest times of which we have knowledge to the fourth century B.C.; attention will be given to the various sources and methods of ancient history.

*Prof. Gill, S.J.*

CLASSICS 143-144 (PHILOSOPHY 206-207)—PLATO: THE EARLY  
AND MIDDLE PERIODS

(6 Sem. Hrs.)

This course is intended for those who want a close reading of the early Plato in English translation. Provision will be made, however, for those who wish to read the Greek text. Readings from the earliest dialogues to the *Republic*.

*Prof. Maguire*

## GROUP II—COURSES IN ORIGINAL TEXTS

## CLASSICS 119—GREEK READING AND COMPOSITION (3 Sem. Hrs.)

Exposure to typical examples of Greek prose styles, with exercises in writing Greek of the same kind.

*Prof. Renehan*

## CLASSICS 118—LATIN READING AND COMPOSITION (3 Sem. Hrs.)

Reading in various styles of Latin prose, with exercises in writing Latin of the same kind.

*Prof. Renehan*

## CLASSICS 121—READING LATIN POETRY (3 Sem. Hrs.)

Reading Latin Poetry, most of it from the Golden Age. Tracing of themes, images, concerns, techniques. Attention is focussed on lyric and elegiac poetry.

*Prof. Bushala*

- ARISTOPHANES: SELECTED COMEDIES (6 Sem. Hrs.)  
An intensive study of several plays.  
Prof. Bushala
- CLASSICS 128—GREEK READINGS (3 Sem. Hrs.)  
Readings in the Greek historians.  
Prof. Gill, S.J.
- CLASSICS 147-148—GREEK AND ROMAN PHILOSOPHY AFTER ARISTOTLE (6 Sem. Hrs.)  
Reading and discussion of Greek and Latin texts, from Epicurus to Plotinus.  
Prof. Maguire
- CLASSICS 157-158—EURIPIDES: LATER PLAYS (6 Sem. Hrs.)  
Reading of the Greek text of the *Bacchantes* and other plays.  
Prof. Thayer, S.J.
- CLASSICS 163-164—GREEK LYRICS: PINDAR (6 Sem. Hrs.)  
Careful reading of a good selection of text, with attention to language, meter, and technique. The major lyric and elegiac poets other than Pindar will be studied first semester. Second semester will be devoted exclusively to Pindar.  
Prof. Renehan
- CLASSICS 165-166—THE ATTIC ORATORS (6 Sem. Hrs.)  
Masterpieces of Attic oratory with study of selected legal problems.  
Prof. Thayer, S.J.
- CLASSICS 181—JUVENAL (3 Sem. Hrs.)  
Reading the satires.  
Prof. McCauley, S.J.
- CLASSICS 183—CICERO: SECOND PHILIPPIC (3 Sem. Hrs.)  
A study of the last days of the republic.  
Prof. McCauley, S.J.
- CLASSICS 187-188—CYPRIAN: LETTERS (6 Sem. Hrs.)  
This course is cross-registered with the Department of Theology. A good selection of the letters (in the Budé edition) will be read, with attention to the "Latin of the Christians," theology, and the background and information which the letters give about the third century North African church.  
Prof. Schatkin
- CLASSICS 191—GREEK CHRISTIAN HOMELIES AND CATECHESSES (3 Sem. Hrs.)  
Starting with the *secunda Clementis*, and taking selections from Melito, Origen, and Cyril of Jerusalem will be studied with attention to Greek and to Theology. Cross-registered with the department of Theology.  
Prof. Schatkin



CLASSICS 196 (ENGLISH 204)—THE BEGINNINGS OF ALLEGORICAL INTERPRETATION IN EARLY CHRISTIAN LITERATURE (3 Sem. Hrs.)

Starting with Paul, and his comments in *Galatians* 4. 22 ff., and other New Testament texts, and working through *Barnabas*, Tertullian and Origen, the theory and practice of allegorical interpretations will be studied. Some later, Latin examples of allegorical interpretation will also be seen, to make clearer some of the bases of medieval literature. Also offered by Departments of English and Theology; neither Latin or Greek is an absolute prerequisite. The opportunity to read Latin and Greek texts will be given, however.

*Prof. O'Malley, S.J.*

CLASSICS 198-199H—CLASSICAL ARTS AND LITERATURE

(FINE ARTS) (6 Sem. Hrs.)

A seminar exploring the relationships between two major disciplines touching on classical thought and imagination.

*Profs. Bushala and Lozinski*

DEPARTMENT OF EDUCATION

*Professor: DONALD T. DONLEY (Chairman).*

EDUCATION 51—PHILOSOPHY OF EDUCATION (3 Sem. Hrs.)

A consideration of leading theories of education and an application of philosophical principles to basic educational issues.

EDUCATION 32—PSYCHOLOGY OF LEARNING (3 Sem. Hrs.)

A study of the learning process and factors influencing learning.

EDUCATION 105—SEMINAR IN SECONDARY SCHOOL CURRICULUM (3 Sem. Hrs.)

A post student-teaching seminar on the theory and development of curriculum as applied to the secondary school.

EDUCATION 171—PRINCIPLES OF INTERVIEWING (3 Sem. Hrs.)

The principles, practices and tools employed in organized guidance.

## DEPARTMENT OF ECONOMICS

*Professors:* ALICE E. BOURNEUF (*Vice-Chairman and Acting Chairman*), EDWARD J. KANE\*\*, REV. ROBERT J. MC-EWEN, S.J.\*\* (*Chairman*), LEON SMOLINSKI, DONALD J. WHITE, KOZO YAMAMURA.

*Associate Professors:* VLADIMIR N. BANDERA, DAVID A. BELSLEY, ANDRE L. DANIERE, REV. ERNEST B. FOLEY, S.J., ANN F. FRIEDLAENDER, H. MICHAEL MANN, FRANCIS M. McLAUGHLIN, HAROLD PETERSEN.

*Assistant Professors:* JAMES E. ANDERSON, REV. ROBERT J. CHENEY, S.J., GEORGE DE MENIL\*, WILLIAM J. DUFFY, VINCENT F. DUNFEY, KENNETH A. LEWIS, REV. JOHN J. MURPHY, S.J.

*Instructors:* PETER CLARK, JOHN D. SHILLING, RICHARD W. TRESCH, ROBERT B. WALLACE.

*Lecturers:* LAL C. CHUGH, DOROTHY SPARROW, ANDREW J. STOLLAR, ADOLF L. VANDENDORPE.

*Teaching Fellows:* ROBERT F. BERTOCCHI, CHRISTINE BRANSON, JOHN F. CHIZMAR, BENJAMIN GREENE, VINCE FICCAGLIA, WILLIAM SCHICKEL, JOSEPH F. SINKEY, THEODORE TERWILLIGER, ROY VAN TIL, STEPHEN ZELLER.

\*\*On leave of absence, 1969-1970.

\*On leave of absence, first semester, 1969-1970.

## ECONOMICS 31—PRINCIPLES OF ECONOMICS—MICRO (3 Sem. Hrs.)

This course introduces the student to an analysis of the pricing of commodities and factors of production, firm and industry equilibrium under various market structures, international trade and payments, and comparative economic systems.

(First semester)

THE DEPARTMENT

## ECONOMICS 32—PRINCIPLES OF ECONOMICS—MACRO (3 Sem. Hrs.)

This course introduces the student to an analysis of the determination of the level of income and employment, fluctuations in income, monetary and fiscal policy, inflation, and growth.

(Second semester)

THE DEPARTMENT

Normally, students must take both Economics 31 and Economics 32 before taking any other Economics courses. In special cases exceptions may be made.

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ECONOMICS 101—MICROECONOMIC THEORY (3 Sem. Hrs.)

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

(First semester)

Prof. Mann

(Second semester)

Prof. Wallace

## ECONOMICS 102—MACROECONOMIC THEORY (3 Sem. Hrs.)

This course intends to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models.

(Both semesters)

Prof. Bourneuf

## ECONOMICS 105—MICROECONOMIC THEORY (3 Sem. Hrs.)

This course is the same as EC 101 except that greater use of mathematics will be made. Students taking this course must have had calculus. Additional mathematical topics will be developed as their need arises. Students considering graduate work in economics as well as those with mathematical inclination are strongly urged to take this section.

(First semester)

Prof. Clark

## ECONOMICS 106—MACROECONOMIC THEORY (3 Sem. Hrs.)

This course is the same as EC 102 except that greater use will be made of mathematics. Students taking this course must have had calculus.

(Second semester)

Prof. deMenil

## ECONOMICS 121—ECONOMIC STATISTICS (3 Sem. Hrs.)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression as applied to economic models. This is a self-contained course in statistical inference as applied to economics.

(Both semesters)

Prof. Petersen

## ECONOMICS 122—MATHEMATICS FOR ECONOMISTS I (3 Sem. Hrs.)

1. Introductory analysis of real valued functions of one variable: function concept, limits, derivatives, maxima and minima, integrals, logarithmic and exponential functions. 2. Arithmetic of matrices and determinants. 3. Elementary economic applications.

(First semester)

Prof. Vandendorpe



**ECONOMICS 123—MATHEMATICS FOR ECONOMISTS II** (3 Sem. Hrs.)

1. Calculus of vector functions treating (a) differential calculus: partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit and inverse function theorem and (b) integral calculus: multiple and iterated integrals. 2. Linear algebra: theory of linear spaces and linear transformations. 3. Difference and differential equations. 4. Applications in mathematical economics.

*Prerequisite: Economics 122.*

*(Second semester)*

*Prof. Vandendorpe*

**ECONOMICS 124—ECONOMETRICS I: PROBABILITY AND STATISTICS**

(3 Sem. Hrs.)

This course presents the statistical background required as an introduction to the study of Econometrics: probability, random variables (discrete and continuous), sampling distributions, estimation (estimators and their properties, including asymptotic properties) and hypothesis testing.

*Prerequisite: Calculus.*

*(First semester)*

*Prof. Clark*

**ECONOMICS 125—ECONOMETRICS**

(3 Sem. Hrs.)

A development of the analytical techniques for the statistical measurement and testing of theoretical economic relationships. The course begins with a review of the methods and problems associated with simple and multiple linear regression and includes a consideration of modern methods of estimating the parameters of equations in simultaneous economic models.

*Prerequisite: Ec 124 or its equivalent—Ec 121 is not sufficient for this purpose.*

*(Second semester)*

*Prof. Belsley*

**ECONOMICS 131—COMPARATIVE ECONOMIC HISTORY** (3 Sem. Hrs.)

This course analyzes various theoretically and empirically significant aspects of economic history. Current economic theories will be analyzed using evidence drawn from economic history. Emphasis will be placed upon comparative examination of quantitative evidence following the industrialization of England, Germany and France.

*(Second semester)*

*Prof. Yamamura*

**ECONOMICS 132—AMERICAN ECONOMIC HISTORY** (3 Sem. Hrs.)

Various aspects of American Economic history will be elucidated through the use of economic theory. Conversely, a variety of historical materials will be used to suggest desirable alterations in certain economic models.

*(Both semesters)*

*Prof. Anderson*

**ECONOMICS 133—HISTORY OF ECONOMIC THOUGHT (3 Sem. Hrs.)**

This course surveys the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socio-economic and intellectual background of their times.

*(Both semesters)*

*Prof. Cheney, S.J.*

**ECONOMICS 135—ASIAN ECONOMIC DEVELOPMENT OF HISTORY**

*(3 Sem. Hrs.)*

For the period between 1850 and the present, theoretically and empirically significant aspects (impact of historical institutions, absorptions of modern technology and economic organization, patterns of capital formation and other quantitatively observable data, introduction of various types of government control and planning) of the economic growth of China, Japan, and selected Southeast Asian nations will be examined.

*(First semester)*

*Prof. Yamamura*

**ECONOMICS 140—LABOR ECONOMICS**

*(3 Sem. Hrs.)*

Critical issues in labor economics will be examined against a background of study of the institutions of collective bargaining and the economics of wages and employment. Insights into the collective bargaining process and the determinants of wages and employment will be applied in examination of three current problems, technological change, unemployment and the disadvantaged worker, and the impact of collective bargaining of wages.

*(First semester)*

*Prof. Sparrow*

**ECONOMICS 153—INDUSTRIAL ORGANIZATION**

*(3 Sem. Hrs.)*

An analysis of the relationship of market structures to the market conduct of business enterprises and of each of these to market performance will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.

*(Second semester)*

*Prof. Mann*

**ECONOMICS 161—MONEY AND BANKING**

*(3 Sem. Hrs.)*

This course analyzes the fundamentals of the banking systems and deposit creation, the organization and the operation of the Federal Reserve System, and the central bank monetary policy.

*Prerequisite: Economics 102 or 106.*

*(Both semesters)*

*Prof. Lewis*

**ECONOMICS 166—FISCAL POLICY**

*(3 Sem. Hrs.)*

An analysis of federal, state, and local government expenditures to provide public goods and services, and to affect the allocation of resources by the private sector; criteria for public investment; alternative methods of financing government expenditures with emphasis on problems of state and local governments. The analysis will stress current U.S. problems.

*(Second semester)*

*Prof. Tresch*

**ECONOMICS 171—THEORY OF INTERNATIONAL TRADE (3 Sem. Hrs.)**

The theory of international specialization with its focus on world trade and factor movements is the primary concern of this course. Topics such as tariff protection, trade problems of the developing nations, and customs unions will also be covered.

*(Both semesters)*

*Profs. Anderson and Murphy, S.J.*

**ECONOMICS 172—INTERNATIONAL FINANCE (3 Sem. Hrs.)**

This course is concerned with the international monetary system and with its institutional structure. Causes and corrections of balance of payments disequilibria, including the U.S. dollar problem, will receive much attention. In addition, possible alternatives to the present system will be studied in an attempt to weigh the advantages and disadvantages of monetary reform. The course may be taken as a continuation of Economics 171, or as a self-contained unit.

*(First semester)*

*Prof. Bandera*

**ECONOMICS 173—ECONOMIC DEVELOPMENT (3 Sem. Hrs.)**

This course begins with a survey of leading theories of economic development and their application. The emphasis will be on the problems of the underdeveloped countries and programs for stimulating economic growth in the poor nations. Wide reading is required and papers will be presented in class for student discussion.

*(Both semesters)*

*Prof. Duffy*

**ECONOMICS 177—POLITICAL ECONOMY OF AFRICAN DEVELOPMENT (3 Sem. Hrs.)**

An interdisciplinary survey of the current state of economic development in sub-Sahara Africa and its prospects in the near future. Special attention will be paid to the different forms of economic organization and the policy problems involved in achieving rapid growth.

*(First semester)*

*Prof. Shilling*

**ECONOMICS 178—AFRICAN ECONOMIC DEVELOPMENT (3 Sem. Hrs.)**

An investigation of aspects of development economics and the relevance of growth in two or three case studies of African countries.

*(Second Semester)*

*Prof. Shilling*

**ECONOMICS 180—CAPITAL THEORY AND FINANCE (3 Sem. Hrs.)**

Valuation of assets, rates of return, cost of capital, risk and portfolio choice, the firm's investment decision, and special problems in investment such as human capital, the public sector, the tax structure, and the growth of conglomerates.

*Prerequisite: Ec 101 or Ec 105 and Ec 121 or Ec 124 or with permission.*

*(Second semester)*

*Prof. Petersen*



**ECONOMICS 181—LABOR AND THE PUBLIC INTEREST (3 Sem. Hrs.)**

This course is a critical review and analysis of the evolution of public labor policy in the United States, including examination in depth of the issues stemming from the growing influence of organization and collective negotiations in non-profit institutions, among certain professional groups, and in federal, state, and municipal employment.

*(First semester)*

*Prof. White*

**ECONOMICS 194—ECONOMIC PROBLEMS OF THE CITY (3 Sem. Hrs.)**

The problems that are unique to the city as opposed to the region or the nation, will be identified and examined. Attention will be given to income maintenance, housing, city finance, intra-metropolitan location of residential and business activity, and provision of local government services.

*(Both semesters)*

*Prof. Wallace*

**ECONOMICS 195—ECONOMICS OF THE COMMUNIST BLOC COUNTRIES (3 Sem. Hrs.)**

An analysis of resource allocation in planned economies; the meaning of recent price reforms, intra-bloc economic ties, and East-West economic relations.

*(Second semester)*

*Prof. Bandera*

**ECONOMICS 197—SOVIET ECONOMIC SYSTEM (3 Sem. Hrs.)**

This course traces the rate of growth and changes in the structure of the Soviet economy under the five-year plans. It analyzes the planning principles and institutions, and investigates the role of financial controls and of incentives. Attention will also be given to Soviet foreign economic relations.

*(First semester)*

*Prof. Smolinski*

**ECONOMICS 198—COMPARATIVE ECONOMIC SYSTEMS (3 Sem. Hrs.)**

An analytical comparison will be made of the ways in which nations organize economic activity. Different economic systems will be scrutinized in respect to the role of monetary and financial institutions; organization of industry, agriculture, and trade, and allocation of resources to alternative goals.

*(Second semester)*

*Prof. Smolinski*

**ECONOMICS 199—SENIOR HONORS PAPER (3 Sem. Hrs.)**

The student works under the direction of an individual professor.

*(First semester)*

**THE DEPARTMENT**

### GRADUATE PROGRAM IN ECONOMICS

Information regarding this program, related assistantships, and teaching fellowships can be obtained from the Department of Economics, Boston College, Chestnut Hill, Massachusetts 02167.

Programs leading both to the Master's degree and the Doctorate in Economics are offered.

## DEPARTMENT OF ENGLISH

*Professors:* LEONARD R. CASPER, P. ALBERT DUHAMEL, EDWARD L. HIRSH, RICHARD E. HUGHES, JOHN L. MAHONEY (*Chairman*), JOHN J. MCALEER, REV. JOHN A. O'CALLAHAN, S.J., MAURICE J. QUINLAN.

*Associate Professors:* JOSEPH APPLEYARD, S.J., PAUL C. DOHERTY, ANNE D. FERRY, JOHN J. FITZGERALD, JOSEPH A. LONGO, JOHN W. LOOFBOUROW, JOHN F. MCCARTHY, JOHN H. RANDALL, REV. FRANCIS X. SHEA, S.J., CLARA M. SIGGINS, ANDREW J. VON HENDY (*Assistant Chairman*).

*Assistant Professors:* RAYMOND G. BIGGAR, ALBERT M. FOLKARD, BRADLEY GUNTER, THOMAS P. HUGHES\*, REV. ARTHUR A. MACGILLIVRAY, S.J.\*\*\*, JOSEPH M. MCCAFFERTY, DANIEL L. McCUE\*\*, FRANCIS J. McDERMOTT, KRISTIN MORRISON, CHARLES L. REGAN, ROBERT E. REITER, JOHN J. SULLIVAN\*\*, REV. FRANCIS W. SWEENEY, S.J.

*Instructors:* ADELE DALSIMER, CAROL GREEN, JOHN STROMMER, CECIL TATE, JOHN TOBIN.

*Lecturers:* ROSE DOHERTY, ELIZABETH GREEN, CONSTANCE HASSETT, DOUGLAS McCAY, NANCY ROSENOFF, JOSEPH STONE, ALAN WEINBLATT.

\*Sabbatical Leave, Fall Term, 1969.

\*\*Sabbatical Leave, Spring Term, 1970.

\*\*\*Sabbatical Leave, 1969-1970.

*Requirements for Majors:*

1. All English majors in the sophomore year are required to take English 101-102. An Introduction to English Studies. This is the first course in the major, and counts for six credits.
2. All English majors are required to take at least eighteen credits (six courses) beyond the introductory courses:
  - a) Beginning with the class of 1972, three credits in American Literature.
  - b) All classes, three credits in pre-1500 language or literature, three credits in Renaissance drama, and six credits in pre-20th century literature.

## ENGLISH 1-2—RHETORIC AND INTRODUCTION TO LITERARY FORMS

(6 Sem. Hrs.)

The general aim of the freshman year is to train the student through disciplined reading of prose and poetry to a recognition of what is best in literature, and through frequent writing to a mastery of the effective use of language. The first semester will emphasize expository and argumentative writing in association with a study of the rhetorical techniques of invention and disposition. Though the second semester will continue the study of rhetoric, especially style, the main emphasis will fall on the reading of poetry, drama, and imaginative prose, and the analysis of literary forms.

## THE DEPARTMENT

## ENGLISH 11-12—ENGLISH FOR FOREIGN STUDENTS

(6 Sem. Hrs.)

Repeated fall and spring semester. Four hours of class, four hours of language laboratory, two hours of tutoring required. Open to undergraduates, graduate students, teaching assistants, faculty, and other interested people on campus. Pronunciation, listening, writing, and reading of English for use in the college community in which the students must operate.

*Prof. Biggar*

## ENGLISH 101-102—INTRODUCTION TO ENGLISH STUDIES (6 Sem. Hrs.)

This course, required of all sophomore English majors, offers a history of English literature and introduces students to the kinds of literary problems posed by that literature and its history.

*Profs. Ferry, Morrison, Reiter,  
Loofbourow, Strommer, Dalsimer*

## ENGLISH 105—CREATIVE WRITING I

(3 Sem. Hrs.)

The elements of the short story and a study of professional market.

*Prof. Casper*

## ENGLISH 106—CREATIVE WRITING II

(3 Sem. Hrs.)

A study of dimension and intensification in longer narrative forms.

*Prof. Casper*

## ENGLISH 107—DRAMA SURVEY I

(3 Sem. Hrs.)

This course traces the growth of Western drama from its origin with the Greeks through its Roman developments. It then studies the origin and growth of Mediaeval Miracle and Morality plays, and concludes with a study of pre-Shakespearian drama through Christopher Marlowe. An analysis of Aristotle's *Poetics* is given in the first quarter, concomitantly with readings in Aeschylus, Sophocles, and Euripides.

*Prof. Fitzgerald*



ENGLISH 108—DRAMA SURVEY II (3 Sem. Hrs.)

This course is chiefly concerned with Continental Drama of the post-Shakespearian period. Most of the third quarter is devoted to a study of the Neo-Classical drama of the seventeenth century French playwrights Corneille, Racine, and Molière, with a contrasting examination of the English drama of the eighteenth century. In the fourth quarter, the course concentrates on the nineteenth century Scandinavian and Russian schools of drama. The course concludes with a study of the early dramatists connected with the Abbey Theater in Ireland.

*Prof. Fitzgerald*

ENGLISH 109-110—STUDIES IN THE MODERN AMERICAN NOVEL (3 Sem. Hrs.)

A seminar in the modern American novel, from Crane to the Existentialists. For non-English majors. A one-semester course, offered each term.

*Prof. O'Callaghan, S.J.*

ENGLISH 113—MEDIEVAL POPULAR DRAMA (3 Sem. Hrs.)

An examination of the Morality play and its role in both politics and religion, with brief excursions into selected modern morality plays of Beckett, Pinter, and others.

*Prof. Strommer*

ENGLISH 114—THE COURTLY LOVE TRADITION (3 Sem. Hrs.)

A study of Ovid's *Ars Amatoria*, selected romances by English and Continental poets, and *Sir Gawain and the Green Knight*.

*Prof. Strommer*

ENGLISH 115—GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE (3 Sem. Hrs.)

A survey of the development of the English language from its beginnings, with an introduction to various ways of describing the structure of modern American English, and to the implications of the knowledge derived through linguistic methods.

*Prof. Biggar*

ENGLISH 116—INTRODUCTION TO LINGUISTICS (3 Sem. Hrs.)

An examination of the structure of modern American English and an introduction to the basic assumptions and the various descriptive approaches of modern linguistics.

*Prof. Biggar*

ENGLISH 119—INTRODUCTION TO LITERARY THEORY (3 Sem. Hrs.)

The possibility of comprehensive poetics, and the related problems of theories of the value and function of literature.

*Prof. Von Hendy*

## ENGLISH 120—INTRODUCTION TO CRITICAL METHOD (3 Sem. Hrs.)

Rhetorical, stylistic, formalist, and interdisciplinary approaches to the literary text, with concentration on the modern English and European novel.

Prof. Von Hendy

## ENGLISH 121—INTRODUCTION TO MIDDLE ENGLISH (3 Sem. Hrs.)

Readings in translation of *Beowulf*, Old English elegies and other short poems, early Middle English works, and the major works of the fourteenth and fifteenth centuries, including a discussion of cultural and literary backgrounds, and critical methods for evaluating medieval literature.

Prof. Biggar

## ENGLISH 122—CONTEMPORARIES OF CHAUCER

A study of the major literary figures of Chaucer's Age. In Middle English.

Prof. Biggar

## ENGLISH 124—CHAUCER (3 Sem. Hrs.)

A close study of the *Canterbury Tales* and, secondarily, of the *Troilus and Criseyde*, with selected readings in Chaucer criticism. Chaucer's works are read in Middle English, but a prior knowledge of the language is not a prerequisite for the course.

Prof. Hirsh

## ENGLISH 125—MEDIEVAL ROMANCE (3 Sem. Hrs.)

The Arthurian tradition in English literature.

Prof. Regan

## ENGLISH 126—FIFTEENTH CENTURY LITERATURE (3 Sem. Hrs.)

The English and Scottish Chaucerians, and the works of Sir Thomas Malory.

Prof. Regan

## ENGLISH 131—SHAKESPEARE'S COMEDIES AND HISTORIES (3 Sem. Hrs.)

A detailed analysis of the texts of *Richard II*, *I Henry IV*, *Romeo and Juliet*, and *Twelfth Night*, with a brief consideration of Shakespeare's other works written between 1590 and 1601.

Prof. Duhamel

## ENGLISH 132—SHAKESPEARE'S TRAGEDIES (3 Sem. Hrs.)

A detailed analysis of the texts of *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *The Tempest*, with a brief consideration of Shakespeare's other works written between 1602 and 1611.

Prof. Duhamel

ENGLISH 135—SHAKESPEARE SURVEY (3 Sem. Hrs.)

An examination of selected plays in the canon from 1590-1600, with special emphasis on *Richard II*, *I Henry IV*, *A Midsummer Night's Dream*, and *Julius Caesar*. The focus will be upon history and comedy as dramatic genres, as well as on Shakespeare's nascent tragic mode. The plays will be treated as drama (theatrical conventions) and as philosophy (the history of ideas).

Prof. Longo

ENGLISH 136—SHAKESPEARE SURVEY II (3 Sem. Hrs.)

A continuation of English 135. Studies in selected plays from 1600-1610, with primary concentration upon *Hamlet*, *Macbeth*, *King Lear*, *Antony and Cleopatra*, or *Coriolanus*, *The Winter's Tale*, and *The Tempest*. Attention will be given to Shakespeare's tragic vision and his final philosophic resolution.

Prof. Longo

ENGLISH 137—SHAKESPEARE AND HIS CONTEMPORARIES (3 Sem. Hrs.)

A chronological survey of six Shakespearean comedies and single comedies by six of his contemporaries.

Prof. McCafferty

ENGLISH 138—SHAKESPEARE AND HIS CONTEMPORARIES (3 Sem. Hrs.)

A chronological survey of six Shakespearean tragedies and single tragedies by six of his contemporaries.

Prof. McCafferty

ENGLISH 141—MILTON (3 Sem. Hrs.)

An intensive study of *Paradise Lost*, and, secondarily, of *Paradise Regained* and *Samson Agonistes*, with selected readings in Milton's prose and earlier poetry, and in Milton criticism.

Prof. Hirsh

ENGLISH 143—THE RESPONSIVE IMAGINATION (3 Sem. Hrs.)

Studies in Herbert, Herrick, Vaughan and Marvell.

Prof. R. Hughes

ENGLISH 144—JOHN DONNE (3 Sem. Hrs.)

The poetry and selected prose of John Donne.

Prof. R. Hughes

ENGLISH 145—STUDIES IN RENAISSANCE POETRY (3 Sem. Hrs.)

A consideration of the poetic accomplishment of Sidney, Herbert and other late Renaissance poets.

Prof. Ferry

ENGLISH 146—RESTORATION LITERATURE (3 Sem. Hrs.)

English literature in the Age of Dryden.



## ENGLISH 151—LITERATURE AND SCIENCE (3 Sem. Hrs.)

A course designed to trace the impact of science on literature during the period when modern science began its meteoric rise in England. After a summary of the scientific background, selected works of Cowley, Shadwell, Dryden, Swift, Addison and Steele, Pope, Thomson, Aken-side, Young, Cowper and Blake will be read and discussed. Either of the two semesters may be taken separately.

*Prof. McCue*

## ENGLISH 154—MAJOR EIGHTEENTH CENTURY AUTHORS (3 Sem. Hrs.)

Studies in the prose and poetry of Pope, Swift, Burke, Boswell, Johnson, and others. Special attention will be given to literary and philosophical backgrounds of English neo-classicism.

*Prof. Mahoney*

## ENGLISH 155—ENGLISH FICTION I (3 Sem. Hrs.)

The development of English fiction from the early seventeenth to the beginning of the nineteenth century.

*Prof. Loofbourow*

## ENGLISH 156—ENGLISH FICTION II (3 Sem. Hrs.)

A continuation of English 155.

*Prof. Loofbourow*

## ENGLISH 157—ENGLISH ROMANTICISM (3 Sem. Hrs.)

The development of the Romantic sensibility in the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats. The course will emphasize the phenomenon of Romanticism as the beginning of the modern tradition of literature, and will consider developments in painting and other arts.

*Prof. Mahoney*

## ENGLISH 159—INTRODUCTION TO LITERARY CRITICISM (3 Sem. Hrs.)

A study of major statements in the history of criticism, and of the problems and issues that occasioned them.

*Prof. Mahoney*

## ENGLISH 161-162—VICTORIAN LITERATURE (6 Sem. Hrs.)

The variety of Victorian literature. Attention will be given to such major poets as Tennyson, Browning and Arnold and to some minor poets as well, to short and extended fiction, to children's literature, to autobiography, the essay, nature and travel literature, to late Victorian drama.

*Prof. McDermott*

## ENGLISH 163—VICTORIAN LITERATURE I (3 Sem. Hrs.)

A study of the poetry of Tennyson, Browning, Arnold, and Hopkins. Some consideration will be given to historical relationships, but the major emphasis will be on the close reading and discussion of individual poems.

*Prof. McCarthy*

ENGLISH 164—VICTORIAN LITERATURE II (3 Sem. Hrs.)

A study of the evolution of the English Romantic sensibility from 1830 to 1900, focusing on the problem of the role of the artist in society. Relevant poetry and fiction will be read, but the emphasis will be on the aesthetic and social criticism of Carlyle, Arnold, Ruskin, and others. A previous acquaintance with some of the major nineteenth century poets, either Romantic or Victorian, is recommended.

*Prof. McCarthy*

ENGLISH 165—LITERATURE AND RELIGION IN THE NINETEENTH CENTURY (3 Sem. Hrs.)

A study of the religious controversies of the period, their literary expression, and the character they gave to the century's intellectual history. The course will be organized around several themes—social reform, the relationship of Church and community, religious conversion, belief, scientific scepticism and agnosticism—and will include readings in Coleridge, Newman, Maurice, Kingsley, Mill, George Eliot, Darwin, Huxley, Butler, and others. Some prior familiarity with the literature and history of the period is desirable.

*Prof. Appleyard, S.J.*

ENGLISH 166—YEATS, POUND, AND ELIOT (3 Sem. Hrs.)

A study of the poetry rather than the criticism of these authors, though the latter will be consulted where helpful.

*Prof. Appleyard, S.J.*

ENGLISH 167—THE AMERICAN PURITANS (3 Sem. Hrs.)

A study of the Puritan inheritance of the 17th century and of the major writings within this tradition.

*Prof. Green*

ENGLISH 169—LITERATURE AND POLITICS (3 Sem. Hrs.)

The interrelationships between society and artist in the area of political crisis.

*Prof. Green*

ENGLISH 170—LATE 19TH CENTURY AMERICAN LITERATURE (3 Sem. Hrs.)

Post-Civil War authors, and their relationship to societal anxieties.

*Prof. Green*

ENGLISH 171—TWENTIETH CENTURY BRITISH FICTION (3 Sem. Hrs.)

Studies in Conrad, Ford, Lawrence, Joyce, and Woolf.

*Prof. Von Hendy*

ENGLISH 172—CONTEMPORARY BRITISH FICTION (3 Sem. Hrs.)

The novels of Beckett, Greene, Bowen, Cary, Lowry, Golding, Murdoch, Durrell, Lessing, and others.

*Prof. Von Hendy*

- ENGLISH 177—AMERICAN FICTION I (3 Sem. Hrs.)  
Studies in Hawthorne, Melville, Mark Twain, and Henry James. Psychological romance, mythmaking, and the pre-Civil War enthusiasm for exploring man's relation to the cosmos; realism and the post-Civil War anxiety about man's relation to other men.  
*Prof. Randall*
- ENGLISH 178—AMERICAN FICTION II  
The Jazz Age and the disintegration of value, social upheaval and attempted reconstruction, the place of man in an absurd world. Studies in Fitzgerald, Hemingway, O'Neill, Dos Passos, Faulkner, Ellison, and Bellow.  
*Prof. Randall*
- ENGLISH 179—AMERICAN NON-FICTION PROSE (3 Sem. Hrs.)  
A study of the literary and social writings of Thoreau, Emerson and others.  
*Prof. Gunter*
- ENGLISH 180—CONTEMPORARY AMERICAN POETRY (3 Sem. Hrs.)  
Post-war poetry and the development of contemporary vision.  
*Prof. Gunter*
- ENGLISH 184—CONTEMPORARY AMERICAN DRAMA (3 Sem. Hrs.)  
An exploration of image and motif in the works of O'Neill, Miller, Tennessee Williams and Albee.  
*Prof. Casper*
- ENGLISH 186—WESTERN WORLD LITERATURE (3 Sem. Hrs.)  
A history of seminal ideas in the major writers of literature and philosophy from the Classical period to 1600.  
*Prof. T. Hughes*
- ENGLISH 187—SEMINAL IDEAS IN AMERICAN LITERATURE (3 Sem. Hrs.)  
Seminal ideas in American literature are studied in the writings of Ann Bradstreet, Winthrop, Thoreau, Dickinson, Poe, James, Margaret Fuller, Fitzgerald, Robert Lowell, Franklin, Harriet Beecher Stowe, Norris, Dreiser, and Faulkner.  
*Prof. McAleer*
- ENGLISH 188—AMERICAN ROMANTICISM (3 Sem. Hrs.)  
Studies in Irving, Cooper, Hawthorne, Poe, Melville and others.  
*Prof. McAleer*
- ENGLISH 189—MODERN DRAMA (3 Sem. Hrs.)  
The readings will demonstrate an attitude of revolt from an essentially Romantic inheritance and from the "well-made" play. A close study is made of the plays of Ibsen, Strindberg, O'Neill, Shaw, Galsworthy, Miller, Albee, and Williams, to reveal the changing aspects of illusion and reality in the theater.  
*Prof. Siggins*



ENGLISH 190—MODERN POETRY (3 Sem. Hrs.)

The changing nature of poetic experience and technique of poetic expression are considered in the poetic works of Eliot, Auden, Spender, Robert Lowell, and other British and American poets.

*Prof. Siggins*

ENGLISH 191—LINGUISTICS AND LITERATURE (3 Sem. Hrs.)

The application of modern linguistics to such literary problems as prosody, metaphor, and prose narrative.

*Prof. Doherty*

ENGLISH 192—FILM AND FICTION (3 Sem. Hrs.)

A study of the narrative and dramatic techniques of two media.

*Prof. Doherty*

ENGLISH 193—PRE-ROMANTIC FANTASY (3 Sem. Hrs.)

The creation of fantasy worlds in Renaissance and post-Renaissance literatures.

*Prof. Loofbourow*

ENGLISH 194—POST-ROMANTIC FANTASY (3 Sem. Hrs.)

Literary Fantasy from the 18th century to the present.

*Prof. Loofbourow*

ENGLISH 195—SURVEY OF AMERICAN LITERATURE I (3 Sem. Hrs.)

Readings in the major figures in American Literature from its beginnings and through the 19th century.

*THE DEPARTMENT*

ENGLISH 196—SURVEY OF AMERICAN LITERATURE II (3 Sem. Hrs.)

Readings in the major figures in American Literature from the late 19th century to the present.

*THE DEPARTMENT*

ENGLISH 197—FITZGERALD, HEMINGWAY AND FAULKNER (3 Sem. Hrs.)

A study in depth of the three authors.

*Prof. Casper*

ENGLISH 199—SURVEY OF THE NOVEL (3 Sem. Hrs.)

A study of the novel and the evolution of the novelists' vision of man as he expressed it in this genre. Such novelists of the 17th, 18th, and 19th centuries as Defoe, Richardson, Fielding, Austin, Thackeray, Dickens, George Eliot, and Conrad will be covered.

*Prof. Sullivan*

ENGLISH 313—SEMINAR IN THE RENAISSANCE (3 Sem. Hrs.)

A detailed consideration of selected topics, including the development of the humanistic method, the domestication of the sonnet form, and the evolution of English prose style.

*Prof. Duhamel*

## ENGLISH 314—SEMINAR IN LANGLAND

(3 Sem. Hrs.)

A study of the argument and poetic techniques of William Langland's *Piers Plowman*.

*Prof. Biggar*

## ENGLISH 315—SEMINAR IN YEATS AND ELIOT

(3 Sem. Hrs.)

An inquiry into the works of these two major modern poets as strategies for personal expression and concealment.

*Prof. Shea*

## DEPARTMENT OF FINE ARTS

*Artist-in-Residence:* ALLISON MACOMBER.

*Associate Professor:* JOSEPHINE VON HENNEBERG (*Chairman*).

*Assistant Professor:* JEAN LOZINSKI.

*Instructor:* DONALD P. DEVEAU.

## FINE ARTS 31—ART WORKSHOP I

This course will provide both an academic and creative approach to drawing and painting, with elementary and advanced theory of design. The first semester will concentrate on drawing and the theory of design, composition and organization. The second semester will be devoted to the use of various media: oil painting, water color, pastel, conte crayon, and introduction to modeling in clay. This course does not carry credit applicable to the requirements for a degree.

*Two 75-minute periods per week for two semesters. Students completing this course will be allowed to apply for Art Workshop II.*  
Prof. Macomber

## FINE ARTS 32—ART WORKSHOP II

(3 Sem. Hrs.)

Extension of Drawing and Painting I, with more advanced projects in drawing, painting, and modeling. Introduction to other media: etching, plaster and bronze casting, firing of terra cotta, and some ceramics.

*One 3-hour period per week for two semesters.*

Prof. Macomber

## FINE ARTS 33—ART WORKSHOP III

Those students who have completed Art Workshop II may apply for Art Workshop III, with advanced projects involving the media in which they have specialized.

*One 3-hour period per week for two semesters.*

Prof. Macomber

## FINE ARTS 34—ART WORKSHOP IV

(3 Sem. Hrs.)

Extension of Art Workshop III, with more advanced projects involving the media in which the students have specialized. Students are integrated with the group in Art Workshop III, and also have the opportunity to practice teach in Art Workshop I and II. Art Workshop III is prerequired (except in special cases where the prerequisites have been adequately met).

*One 3-hour period per week for two semesters.*

Prof. Macomber



FINE ARTS 51—HISTORY OF ANCIENT, MEDIEVAL AND  
RENAISSANCE ART (3 Sem. Hrs.)

After a brief survey of Egyptian, Mesopotamian, and Aegean art, the classic periods of Greece and Rome will be studied, followed by an analysis of medieval art from its origins in the early Christian era to the Gothic period, and of the Renaissance from its beginnings in the fifteenth century to the early sixteenth century.

*Prof. Lozinski*

FINE ARTS 52—THE ARTS SINCE THE RENAISSANCE (3 Sem. Hrs.)

A study of the High Renaissance and Mannerism in sixteenth century Italy; the spreading of the Italian Renaissance tradition throughout Europe in the seventeenth and eighteenth centuries, leading to a brief survey of the artistic trends of the nineteenth and twentieth centuries.

*Prof. Lozinski*

FINE ARTS 142—ART IN AMERICA (3 Sem. Hrs.)

The development of the visual arts in this country, from colonial times to the present.

*Prof. Deveau*

FINE ARTS 146—NINETEENTH CENTURY PAINTING (3 Sem. Hrs.)

An analysis of European painting of the nineteenth century, beginning with the Romantic movement and concluding with the Post-Impressionist movements. Each movement will be considered in terms of its artistic significance and its relation to modern society.

*Prof. Deveau*

FINE ARTS 148—TWENTIETH CENTURY PAINTING (3 Sem. Hrs.)

An analysis of Western painting from 1886 through the American Abstract Expressionist movement of the 1950's. The major painters and stylistic characteristics of Post-Impressionism, Fauvism, Cubism, Expressionism, Dadaism, Surrealism, Neo-Plasticism, and Abstract Expressionism will be studied in relation to contemporary society, modern technological developments and the XX century trend towards abstraction.

*Prof. Deveau*

FINE ARTS 174—LEONARDO, RAPHAEL, MICHELANGELO (3 Sem. Hrs.)

The lives and works of the three great Renaissance artists.

*Prof. von Henneberg*

FINE ARTS 198-199—CLASSICAL ARTS AND LITERATURE  
(CLASSICS) (6 Sem. Hrs.)

A seminar exploring the relationships between two major disciplines touching on classical thought and imagination.

*Honors Program*

*Prof. Bushala and Lozinski*

## DEPARTMENT OF GEOLOGY AND GEOPHYSICS

*Professors:* EDWARD M. BROOKS, DANIEL LINEHAN, S.J.\*, (*Director Weston Observatory*), JAMES W. SKEHAN, S.J. (*Chairman; Associate Director, Weston Observatory*).

*Associate Professors:* EMANUEL G. BOMBOLAKIS, GEORGE D. BROWN, JR.\*

*Assistant Professors:* JOHN F. DEVANE, S.J.\*\*, PRISCILLA P. DUDLEY, FRANCIS WU.

*Instructor:* LAWRENCE A. WING.

*Research Assistant Professor:* PETER D. PREVETT.

*Lecturers:* ROBERT L. ANSTEY, JOHN J. HOGAN, RICHARD J. HOLT, ARTHUR J. LATHAM, JAMES V. O'CONNOR, S.J., ROBERT E. RIECKER.

*Graduate Assistants:* MICHAEL W. BURNETT, MICHAEL F. FAHY, MARY LOU HYLAND, P. PATRICK LEAHY, LEI KUANG LEU, LESLEY F. POHLEMUS, GEORGE D. RAINVILLE, ERNEST S. SIRAKI, RUSSELL V. VARNUM.

\*Sabbatical Leave, Fall Term 1969.

\*\*Leave of Absence, 1969-1970.

## GEOLOGY 11—PHYSICAL GEOLOGY (Science Requirement) (4 Sem. Hrs.)

This course surveys the major geologic processes operating in the cycle of mountain building, both in the Earth's interior and at the surface.

*Section A: Three lectures and one two-hour laboratory conference period per week for one semester; field trips.*

*Prof. Wing*

*Section B: Same as Section A.*

*Prof. O'Connor, S.J.*

*Section C: Same as Section A.*

*Profs. Skehan, S.J. and Wing*

*Section D: Same as Section A.*

*Prof. Dudley*

## GEOLOGY 12—HISTORICAL GEOLOGY (Science Requirement)

(4 Sem. Hrs.)

This course encompasses a study of the age, origin, and history of the development of the Earth to its present form as recorded in its sedimentary, igneous, and metamorphic rocks, and as deduced from the fossil record.

*Section A: Three lectures and one two-hour laboratory conference period per week for one semester; field trips.*

*Prof. Wing*

*Section B: Same as Section A.*

*Prof. O'Connor, S.J.*

*Section C: Same as Section A.*

*Prof. Brown*

*Section D: Two 75-minute lectures and one two-hour laboratory conference period per week for one semester; field trips.*

*Prof. Bombolakis*

GEOLOGY 13—PHYSICAL GEOLOGY (Geology Majors and Honors Students) (4 Sem. Hrs.)

An accelerated introduction to the important geologic processes believed to operate on land, in the Earth, in the seas, and on the moon. Outside readings required.

*Two 75-minute lectures and one two-hour laboratory-conference period per week for one semester; field trips.*

*Prof. Riecker*

GEOLOGY 14—HISTORICAL GEOLOGY (Geology Majors and Honors Students) (4 Sem. Hrs.)

An intensive study of the development of the solar system, universe, and the Earth, including special reference data bearing upon the origin and evolution of life. Outside readings required.

*Two 75-minute lectures and one two-hour laboratory-conference period per week for one semester; field trips.*

*Prof. Riecker*

GEOLOGY 17—INTRODUCTION TO ASTRONOMY (Science Requirement) (4 Sem. Hrs.)

The study of the solar system with the sun, planets, satellites, comets, and meteors; information about the composition and motion of the stars is obtained from their lights; the identification of stars and constellations; galaxies and the structure of the universe.

*Three lectures and one two-hour laboratory conference period per week for one semester.*

*Prof. Brooks*

GEOLOGY 18—INTRODUCTION TO GEOPHYSICS (4 Sem. Hrs.)

A course describing the methods and the salient results of geophysical research.

*Three lectures and one two-hour laboratory conference period per week for one semester.*

*To be announced*

GEOLOGY 20—INTRODUCTION TO METEOROLOGY AND OCEANOGRAPHY (Science Requirement) (4 Sem. Hrs.)

The air and the sea are studied in this unified course in fluid geophysics. Starting with the sun as the source of heat and light and the moon as the cause of tides, one derives the temperatures and motions of air and water masses. The environmental conditions are related to marine life. Storms and waves, and the transformation and movement of vapor, water and ice in all parts of the world are described.

*Three lectures and one two-hour laboratory conference period per week for one semester.*

*Prof. Brooks*



**GEOLOGY 35—MINERALOGY** (4 Sem. Hrs.)

Introduction to crystallography, structure and crystal chemistry of selected minerals and rock-forming silicates.

*Three lectures and one two-hour laboratory period per week for one semester.*

*Prof. Dudley*

**GEOLOGY 36—OPTICAL MINERALOGY** (4 Sem. Hrs.)

Principles of optical crystallography and their application in the identification of silicates with the polarizing microscope.

*Two one-hour lectures and two two-hour laboratory period per week for one semester.*

*Prof. Dudley*

**GEOLOGY 37—FIELD STRUCTURAL GEOLOGY** (4 Sem. Hrs.)

Field mapping and analysis of geologic structures such as folds, faults, and joints. Field mapping and preparation of maps will be done on Saturdays.

*Lectures to be arranged.*

*Prof. Bombolakis*

**GEOLOGY 38—STRATIGRAPHY** (4 Sem. Hrs.)

The rock strata of the crust of the earth will be studied in a systematic manner to develop principles of origin and correlation of rock units from lithostratigraphic and biostratigraphic viewpoints. Concepts of time, time-rock, and rock classifications will be applied to selected examples from the geologic past. Paleocological and paleoenvironmental interpretations of the crustal strata will be made.

*Three lectures and one two-hour laboratory period per week for one semester.*

*Prof. Brown*

**GEOLOGY 42—CULTURAL GEOGRAPHY** (3 Sem. Hrs.)

This course introduces the student to the basic concepts of cultural geography. Man's effort to modify the environment are analyzed. The distribution and regional affinities of man-made elements in the landscape will be studied.

*Two 75-minute lectures per week for one semester.*

*Prof. Anstey*

**GEOLOGY 103-104—EXPLORATION GEOCHEMISTRY** (8 Sem. Hrs.)

A comprehensive study of the theory and applications of geochemistry to the problems of mineral exploration. Sampling and measurement and the interpretation of geochemical values will be considered for various environments on both regional and local scales.

*Given in alternate years: 1970-1971*

*Prof. Wing*

**GEOLOGY 108—GEOLOGY OF NEW ENGLAND (4 Sem. Hrs.)**

This is an introduction to the major problems of development of this part of the Northern Appalachian Mountain system. Criteria for recognition and interpretation of nappes, overthrusts, and mantled gneiss domes will be developed, analysis of published data and the relationship to pertinent examples of geosynclinal developments, volcanism, plutonism, metamorphism and crustal evolution in other parts of the world will be emphasized.

*Two 75-minute lectures and one two-hour laboratory-conference period per week for one semester.*

*Prof. Skehan*

**GEOLOGY 141—GEOMORPHOLOGY (4 Sem. Hrs.)**

A systematic study of landforms and processes involved in their origin and development. Special reference will be made to North America. Laboratory study will include analysis of topographic and geologic maps and aerial photographs. Field measurements will be made of landforms in the Boston area.

*Three lectures and one two-hour laboratory period per week for one semester.*

*Prof. Anstey*

**GEOLOGY 143—SEDIMENTATION (4 Sem. Hrs.)**

A study of the concepts of sedimentological processes involving solid and soluble materials in a fluid or gaseous medium. Qualitative and quantitative analyses of these unconsolidated and consolidated sediments will be made. Sources of materials, methods and manner of transport, and depositional conditions and environments will be discussed.

*Three lectures and one two-hour laboratory period per week for one semester.*

*Prof. Wing*

**GEOLOGY 145-146—REGIONAL GEOLOGY AND TECTONIC PRINCIPLES (8 Sem. Hrs.)**

This systematic, regionally oriented study of major mountain systems of the world will be chiefly concerned with an attempt to solve tectonic principles governing the cycle of mountain building. Characteristic patterns of volcanism, plutonism, metamorphism and structural evolution of geosynclines will be emphasized. Field project required.

*Given in alternate years: 1970-1971.*

*Prof. Skehan, S.J.*

**GEOLOGY 147—INTRODUCTION TO PALEONTOLOGY (4 Sem. Hrs.)**

An introduction to the study of animal and plant life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding the mode of life, evolutionary development, and ecological environment.

*Given in alternate years: 1970-1971.*

*Prof. Brown*

GEOLOGY 148—MICROPALAEONTOLOGY (4 Sem. Hrs.)

An introduction to the study of the very small, but very important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms.

*Given in alternate years: 1970-1971. Prof. Brown*

GEOLOGY 151-152—EARTH SCIENCE (8 Sem. Hrs.)

This course is designed to prepare the prospective earth science teacher in the range of subject matter encompassed in the new Earth Science Curriculum Project Program, and is given on Tuesday evenings, 7:00-9:15 p.m.

*Prof. Latham*

GEOLOGY 157—PETROGRAPHY (4 Sem. Hrs.)

Training in the identification and classification of igneous, metamorphic and sedimentary rocks in hand specimen and thin section.

*Given in alternate years: 1970-1971. Prof. Dudley*

GEOLOGY 158—INTRODUCTION TO PETROLOGY (4 Sem. Hrs.)

Introduction to the principles of phase equilibria. Discussion of the origin and evolution of igneous and metamorphic rocks in the light of experimental and petrographic evidence.

*Given in alternate years: 1970-1971. Prof. Dudley*

GEOLOGY 161-162—THEORETICAL STRUCTURAL GEOLOGY I AND II (8 Sem. Hrs.)

The brittle and ductile behavior of rocks will be analyzed during treatment of the following: Mohr representation of stress and strain, failure criteria, plasticity theory, pore pressure, and frictional coupling of rock masses. Geologic problems to be considered will include an analysis of dike and sill formation, gravitational sliding and thrust faulting, the determination of current tectonic stresses at shallow depths in the earth, and the prediction of earthquakes.

*Two 75-minute lectures and one two-hour laboratory conference period per week for two semesters.*

*Prof. Bombolakis*

GEOLOGY 163-164—ROCK MECHANICS I AND II (8 Sem. Hrs.)

A continuation of topics treated in Theoretical Structural Geology I and II. The course will include a study of stress function and their application to prediction of stress and strain gradients in large rock masses, with the purpose of predicting locales of deformation. Theoretical analysis will be coordinated with photoelastic and rock model studies.

*Given in alternate years: 1970-1971. Prof. Bombolakis*

GEOLOGY 295-296—RESEARCH IN GEOLOGY (6 Sem. Hrs.)

An advanced or promising student may participate in a specialized study of some problem or area knowledge in the earth sciences under close supervision.

*THE DEPARTMENT*

GEOLOGY 297-298—RESEARCH IN GEOPHYSICS (6 Sem. Hrs.)

An advanced or promising student may participate in a specialized study of some problem or area of knowledge in the earth sciences under supervision.

*THE DEPARTMENT*



## DEPARTMENT OF GERMANIC STUDIES

*Professors:* HEINZ BLUHM (*Chairman*)\*\*, JOSEPH SZOVERFFY  
(*Director of Graduate Studies*).\*

*Assistant Professors:* GERT BRUHN, ROBER CAHILL, CHRISTOPH  
EYKMAN (*Director of Undergraduate Studies*),  
VALDA MELNGAILIS.

*Lecturers:* INGRID DUCKWORTH, GISELA HALE, BIRGIT USANDIZAGA,  
ANNELIESE WAINER, URSULA ZIEBARTH.

*Teaching Fellows:* DANIELLE ATALLA, HELLA ULBRICH.

*Graduate Assistants:* PAULA VAN ES, LAWRENCE S. FAGAN, LEO  
GALLIVAN, CORDULA MULLER.

\*Sabbatical Leave, Fall Term, 1969.

\*\*Sabbatical Leave, Spring Term, 1970.

GERMAN 1-2—ELEMENTARY GERMAN (6 Sem. Hrs.)

An introduction to the study of the language. The course is designed to develop simultaneously the fundamental skills; aural comprehension, oral and written self-expression and reading ability. Classwork will be supplemented by laboratory drill.

*Prof. Melngailis and others*

GERMAN 11-12—INTERMEDIATE GERMAN (6 Sem. Hrs.)

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A review of the basic elements of German will be integrated with close reading of selected texts, oral and written practice, and laboratory work.

*Prerequisite: Elementary German, or its equivalent.*

*Prof. Duckworth and others*

GERMAN 21-22—ACTIVE GERMAN (6 Sem. Hrs.)

This course is designed to activate the language skills acquired by students at the basic level. Aural and reading comprehension will be stressed through practical drill, text analysis and laboratory work.

*Prerequisite: German 11-12, or its equivalent.*

*Prof. Hale*

GERMAN 31-32—INTRODUCTION TO GERMAN (6 Sem. Hrs.)

An intensive course for Department majors or other qualified students with a background of language study, who wish to take German as an additional foreign language. Fundamental elements of German will be assimilated rapidly, with a stress on aural comprehension and oral and written self-expression. Classwork will be supplemented by laboratory drill. The course is conducted in German.

*Prerequisite: A working knowledge of another foreign language.*

*Prof. Wainer*

GERMAN 41-42—CONVERSATIONAL GERMAN (6 Sem. Hrs.)

The purpose of this course is to develop the student's ability to express himself orally. Speech patterns and idiomatic expressions will be assimilated through classroom discussion of cultural subjects, current events, and every day topics. Materials will be selected primarily from contemporary source books and German periodicals.

*Prerequisite: Introduction to German, or its equivalent.*

*Regularly given every year, but omitted in 1969-1970.*

GERMAN 61-62—GERMAN COMPOSITION AND CONVERSATION

(6 Sem. Hrs.)

This course is designed to promote a functional grasp of the structure of German, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into German, reports of current events, and summaries of reading selections will provide the basis for discussion.

*Prerequisite: Intermediate German, or its equivalent.*

*Given alternate year.*

*Prof. Bruhn*

GERMAN 71-72—GERMAN MASTERPIECES

(6 Sem. Hrs.)

Extensive reading in great works of modern German prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

*Prerequisite: Conversational German, or its equivalent.*

*Prof. Eykman*

GERMAN 101-102—SURVEY OF GERMAN LITERATURE (6 Sem. Hrs.)

An introduction to the study of German literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for German majors, open also to other qualified students with superior linguistic preparation.

*Prerequisite: German 61-62 (with an honor grade), or its equivalent.*

*Prof. Cabill*

GERMAN 103-104—ADVANCED CONVERSATION (6 Sem. Hrs.)

Intensive practice in the German language on a variety of topics, aiming at perfecting the student's command of conversational German.

*Conducted in German.*

*Prof. Hale*

GERMAN 110—HISTORY OF THE GERMAN LANGUAGE (3 Sem. Hrs.)

Major stages of its development (the Germanic Period, Old High German, Middle High German, Early New High German, and New High German). The influence of courtly culture, Humanism, the Reformation, Baroque society, Pietism, Enlightenment, Classicism, and the Romantic School on German language and style. Literary and linguistic problems.

*Conducted in German.*

*(Second semester)*

*Prof. Szöverffy*

## GERMAN 130—GERMAN BAROQUE LITERATURE (3 Sem. Hrs.)

Poetry and prose between the beginning of the seventeenth and the middle of the eighteenth centuries. Opitz's *Deutsche Poeterey*, the influence of seventeenth century literary societies, Protestant and Catholic mystics in Silesia (J. Böhme, Angelus Silesius, and others), popular preaching in Vienna, Grimmelshausen and the picaresque novel in Germany, transition to Rococo poetry.

*Conducted in German.*

*Given alternate years.*

*Prof. Szöverffy*

GERMAN 143-144—GOETHE'S WORKS, EXCEPT *Faust* (6 Sem. Hrs.)

Reading and discussion of Goethe's major works. Outline of his literary development. His relationship with Schiller, to contemporary writers, and to the German Romantic School.

*Conducted in German.*

*Given alternate years.*

*Prof. Bluhm*

## GERMAN 145—FAUST I (3 Sem. Hrs.)

A careful study of the first part of Goethe's masterpiece. The Faust theme in world literature. The intellectual background of the age of Goethe.

*Conducted in German.*

*(First semester)*

*Prof. Bluhm*

## GERMAN 152—GERMAN ROMANTICISM (3 Sem. Hrs.)

Wackenroder, Tieck, Fr. and A. W. Schlegel, Novalis, Jena and Heidelberg Romanticists. Brentano, A. von Arnim, Jos. Görres, the Grimm Brothers, Fouque, Chamisso, Eichendorff. Romantic narrative and poetry. E.T.A. Hoffmann. Music and art. Transition to Jung Deutschland.

*Conducted in German.*

*Given alternate years.*

*Prof. Szöverffy*

## GERMAN 153-154—THE GERMAN NOVELLE (6 Sem. Hrs.)

A critical study of the evolution and development of the *Novelle* as an independent genre from its inception with Goethe, through the nineteenth century with Brentano, Storm, Meyer, and including the modern period with Kafka, Thomas Mann, and Dürrenmatt.

*Conducted in German.*

*(Both semesters)*

*Prof. Cabill*

## GERMAN 155-156—GERMAN LYRIC POETRY OF THE NINETEENTH CENTURY (6 Sem. Hrs.)

A careful reading and discussion of the poetry of Heine, Mörike, Hebbel, Keller, C. F. Meyer, Droste-Hülshoff.

*Conducted in German.*

*Given alternate years.*

*Prof. Bruhn*



## GERMAN 157—GERMAN DRAMA OF THE NINETEENTH CENTURY

(3 Sem. Hrs.)

A close study and analysis of the diverse trends which characterized the 19th century course of the drama, as reflected in such dramatists as Büchner, Kleist, Grillparzer, and Hebbel.

*Conducted in German.*

*Given alternate years.*

*Prof. Cabill*

## GERMAN 162—GERMAN NATURALISM

(3 Sem. Hrs.)

Origins, aims and achievements of the Naturalist school in Germany and its significance in the evolution of modern German literature, notably the drama. Discussion of the intellectual, social, and literary background of this European movement. Reading and analysis of narrative prose, drama, and theoretical writings of such authors as Halbe, Holz, Schlaf, Sudermann, and especially Gerhard Hauptmann.

*Conducted in German.*

*(Second semester)*

*Prof. Bruhn*

## GERMAN 168—MODERN GERMAN DRAMA

(3 Sem. Hrs.)

A critical evaluation of the drama of the 20th century from the period of Naturalism with Hauptmann, Expressionism with Georg Kaiser up to and including the epic theatre of Bertolt Brecht and Max Frisch.

*Conducted in German.*

*Given alternate years.*

*Prof. Cabill*

## GERMAN 171-172—THOMAS MANN

(6 Sem. Hrs.)

A study of the development of Mann's craft of fiction and his contribution to the modern German novel through a close analysis of his major works. Readings include both novels, such as *Buddenbrooks*, *Der Zauberberg*, *Felix Krull*, *Lotte in Weimar*, and *Doktor Faust*, and also Novellen, such as *Tonio Kröger*, *Der Tod in Venedig*, and *Mario und der Zauberer*.

*Conducted in German.*

*(Both semesters)*

*Prof. Bruhn*

## GERMAN 175-176—CULTURAL BACKGROUND OF GERMAN

LITERATURE

(6 Sem. Hrs.)

The cultural and artistic achievement of German-speaking Europe, from the Middle Ages to the present. Their relation to the major movements in German literature.

*Conducted in English.*

*(Both semesters)*

*Prof. Melngailis*

## GERMAN 181—ADVANCED COMPOSITION AND CONVERSATION

(3 Sem. Hrs.)

This course is designed to develop the student's ability to express himself with precision and ease both in written and spoken German. Exercises in speaking and writing as well as a critical reading of selected material will focus on difficult grammatical problems, idiomatic usage, and vocabulary building.

*Conducted in German.**(First semester)**Prof. Bruhn*

## GERMAN 182—ADVANCED COMPOSITION AND CONVERSATION

(3 Sem. Hrs.)

Continuation of Gm. 181. Aiming toward an increasing awareness of stylistic aspects of the German language. Further development of variety, flexibility and ease in written and oral expression.

*Conducted in German.**(Second semester)**Prof. Eykman*GERMAN 331—INTRODUCTION TO MEDIEVAL LATIN LITERATURE  
IN GERMANY

(3 Sem. Hrs.)

Latin in the barbarian kingdoms. Merovingian and Carolingian literature. The Ottos. The eleventh century development. Twelfth century poetry. Thirteenth century Latin thought and the universities. The Latin chronicles. Mysticism. The later Middle Ages to Humanism.

*Conducted in English.**Offered in 1971-1972.**Prof. Szöverffy*

## GERMAN 332—MEDIEVAL LATIN LYRICS

(3 Sem. Hrs.)

Hymns and religious poetry in transition from Antiquity to the Middle Ages. Venantius Fortunatus. Carolingian courtly poetry. Ottonian poems and the sequence. The beginnings of the love lyrics. Carmina Cantabrigensia. Satire in the eleventh century. The regular sequence. Goliardic poetry. The Carmina Burana. Theological hymnody in the later Middle Ages. Lyrics of the Mystics.

*Conducted in English.**Offered in 1971-1972.**Prof. Szöverffy*

## GERMAN 341—THE TWELFTH CENTURY RENAISSANCE

(3 Sem. Hrs.)

The genesis of the Twelfth Century Renaissance. The Loire Circle. Abelard and Bernard of Clairvaux. The ramifications of the literary forms. Prose and poetry. Allegory and typology in religious poetry. The beginnings of mysticism. Secular elements in the culture of the age.

*Conducted in English.**By arrangement.**Prof. Szöverffy*

GERMAN 342—LATIN WRITINGS OF THE FIFTEENTH AND SIXTEENTH  
CENTURIES HUMANISM AND THE REFORMATION  
(3 Sem. Hrs.)

Readings in leading German Humanists. Areas of agreement and conflict with the chief Reformers.

*Conducted in English.*

*Offered in 1972-1973.*

*Prof. Bluhm*

GERMAN 371—STUDIES IN THE LATIN WRITINGS OF ERASMUS AND  
YOUNG LUTHER (3 Sem. Hrs.)

Selected works of Erasmus, especially his new translation of the New Testament from Greek into Latin. Luther's early university lectures and their relationship to the achievement of Erasmus.

*Conducted in English.*

*Offered in 1973-1974.*

*Prof. Bluhm*

GERMAN 372—THE LATIN "SPATWERK" OF MARTIN LUTHER  
(3 Sem. Hrs.)

Close reading and discussion of Luther's final lectures at the University of Wittenberg. Their relationship to ancient, medieval and Renaissance thought.

*Conducted in English.*

*Offered in 1971-1972.*

*Prof. Bluhm*

GERMAN 413—THE ARTHURIAN LEGEND IN MEDIEVAL EUROPE  
(3 Sem. Hrs.)

Origins of the Arthurian traditions and their appearance in English, French and German literature. Comparative study of Arthurian romances: stylistic analysis, development of themes. Arthurian tradition and the Holy Grail.

*Conducted in English.*

*Offered in 1972-1973.*

*Prof. Szöverffy*

GERMAN 415-416—EUROPEAN LYRIC POETRY IN THE MIDDLE AGES  
(6 Sem. Hrs.)

A critical study of literary phenomena from the courtly period to the age of Humanism. Goliardic poetry; the *Artes Poeticae*, and Precepts of Rhetoric in the twelfth and thirteenth centuries. The beginning of vernacular lyrics: troubadours, trouveres, and Minnesänger, Christian and Moslem love as lyric themes in the Iberian Peninsula. Courtly poetry in Italy: the Sicilian school; Bologna and Florence at the turn of the thirteenth century. Meistersinger and rhetoricians. Early humanists as harbingers of the Renaissance.

*Conducted in English.*

*Offered in 1973-1974.*

*Prof. Szöverffy*



## GERMAN 418-420—MEDIEVAL NARRATIVE (PROSE) FROM 1100

(6 Sem. Hrs.)

A study of the significance and development of medieval Narrative from Petrus Alfonsi to the end of the Middle Ages. Latin story books, narrative collections. Oriental influences on medieval story-telling. The Exemplus and its use on medieval pulpit. The fabliaux and stories of middle class in France. German courtly "Novelle." Italian development in the fourteenth century. The spread of early Humanist narrative and entertaining literature in Europe. Medieval narrative in later collections and folklore.

*Conducted in English.*

*Offered in 1974-1975.*

*Prof. Szöverffy*

GERMAN 431-432—THE INTELLECTUAL ACHIEVEMENT OF  
MARTIN LUTHER

(6 Sem. Hrs.)

The late medieval scene. The Reformation breakthrough. The intellectual world of Martin Luther.

*Conducted in English.*

*Offered in 1973-1974.*

*Prof. Bluhm*

## GERMAN 455-456—STUDIES IN NIETZSCHE

(6 Sem. Hrs.)

Critical analysis of Nietzsche as a writer; interpretation of his major works.

*Conducted in English.*

*Offered in 1972-1973.*

*Prof. Bluhm*

GERMAN 465-466—SELF AND SOCIETY IN THE 20TH CENTURY GERMAN  
NOVEL (In translation)

(6 Sem. Hrs.)

Existential and social problems as reflected in novels by Franz Kafka, Thomas Mann, Hermann Broch, Heinrich Böll, Günter Grass, and Uwe Johnson.

*Conducted in English.*

*Offered in 1972-1973.*

*Prof. Eykman*

GERMAN 490—CULTURAL AND SOCIAL IMPACT OF LANGUAGE  
MINORITIES IN EUROPE

(3 Sem. Hrs.)

The origin of language minorities in Western and Eastern European countries; their influence on European development in culture literature, social development, economic aspects of their activities, their impact on national and international policies. Study of Documents, statistics, propaganda material and linguistic evidence.

*Conducted in English.*

*(Second semester)*

*Prof. Szöverffy*

## DEPARTMENT OF HISTORY

*Professor Emeritus:* REV. MARTIN P. HARNEY, S.J.

*Professor:* THOMAS H. O'CONNOR (*Chairman*).

*Associate Professors:* JOHN R. BETTS, ANDREW BUNI, JOSEPH T. CRISCENTI, WILLIAM M. DALY, REV. PAUL A. FITZGERALD, S.J., RADU R. FLORESCU, RAYMOND T. McNALLY, SAMUEL J. MILLER, THOMAS W. PERRY, ALLEN M. WAKSTEIN, REV. JOHN R. WILLIS, S.J., SILAS H. L. WU.

*Assistant Professors:* REV. HENRY A. CALLAHAN, S.J., REV. JAMES GEARY, S.J., REV. JOSEPH GLAVIN, S.J., REV. THOMAS GREY, S.J.\*, JOHN L. HEINEMAN, DANIEL S. HIRSHFIELD\*\*, REV. HAROLD C. KIRLEY, S.J., REV. LEONARD P. MAHONEY, S.J., LOUISE S. MOORE, ANDREJS PLAKANS.

*Instructors:* MARIE T. CALLAHAN, RICHARD M. FREELAND, WALTER GLEASON, DONALD J. MARTINEAU, L. SCOTT VAN DOREN, KENNETH A. WALTZER.

*Lecturers:* MARY JOE HUGHES, MICHAEL W. McCAHILL, JOHN J. SULLIVAN, RICHARD E. WELCH.

\*Sabbatical Leave, 1969-1970.

\*\*Leave of Absence, 1969-1970.

Some graduate courses are open to qualified undergraduates for undergraduate credit only. For these courses, the undergraduates should consult the catalogue for the Graduate School.

## HISTORY 1-2—EUROPEAN CIVILIZATION SINCE THE RENAISSANCE

(6 Sem. Hrs.)

Beginning with the birth of modern Europe in the Renaissance, the course will trace the major developments of Western Civilization. This course is generally required if all students in the College of Arts and Sciences.

THE DEPARTMENT

## HISTORY 41-42—AMERICAN CIVILIZATION

(6 Sem. Hrs.)

A survey of the history of American Civilization from the period of colonization to the present.

*Required of all History Majors.*

THE DEPARTMENT

HISTORY 51-52—TUDOR AND STUART ENGLAND (6 Sem. Hrs.)  
Sixteenth and seventeenth century England, the British monarchy, and Parliamentary development.

*Prof. Moore*

HISTORY 61-62—HISTORY OF IRELAND (6 Sem. Hrs.)  
A survey of Irish civilization from pre-Christian Gaelic period to the present.

*Prof. Harney, S.J.*

HISTORY 101-102—HISTORY OF CHINA (6 Sem. Hrs.)  
A survey of Chinese history, from the Classical Age to the present, with special emphasis upon ideas and institutions.

*Prof. Wu*

HISTORY 103-104—MEDIEVAL EUROPEAN HISTORY (6 Sem. Hrs.)  
Europe from its emergence as an identifiable society in post Roman times to the beginning of the age of humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

*Prof. Daly*

HISTORY 107-108—ENGLISH CONSTITUTIONAL HISTORY TO 1485 (6 Sem. Hrs.)  
The evolution of the English Constitutional from the Anglo-Saxon period to 1485.

*Prof. Daly*

HISTORY 111-112 (CLASSICS 111-112)—HISTORY OF GREECE (6 Sem. Hrs.)  
Greece from the earliest times of which we have knowledge to the fourth century B.C.; attention will be given to the various sources and methods of ancient history.

*Prof. Gill, S.J.*

HISTORY 121—THE RENAISSANCE (3 Sem. Hrs.)  
A study of the Renaissance, interpreted primarily as an economic, political and cultural phenomenon produced by the revival of antiquity and the Italian genius.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Miller*

HISTORY 122—THE REFORMATION (3 Sem. Hrs.)  
A study of the Reformation which focuses chiefly upon the German scene and the work of Martin Luther from an ecumenical point of view.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Miller*



**HISTORY 131-132—MODERN ENGLISH HISTORY** (6 Sem. Hrs.)

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, cultural, and intellectual developments.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Perry*

**HISTORY 135—EUROPE IN THE 17TH CENTURY** (3 Sem. Hrs.)

A study of major political trends of the 17th century, with particular reference to Spain, Germany, the Netherlands, and France.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Miller*

**HISTORY 136—EUROPE IN THE 18TH CENTURY** (3 Sem. Hrs.)

A study of the major political trends of the 18th century, with particular emphasis on the traditional monarchy of France, Enlightened Despotism, and the intellectual currents of the Enlightenment.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Miller*

**HISTORY 137—THE RISE OF NATIONALISM IN EASTERN EUROPE**

(3 Sem. Hrs.)

The course will deal with the problems of the non-German nationalities of the Austro-Hungarian monarchy (South Slavs, Czechs, Rumanians, Transylvanians), and will center on their struggle for autonomy and independence against Hapsburg and Hungarian rule.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Florescu*

**HISTORY 138—EASTERN EUROPE SINCE WORLD WAR I** (3 Sem. Hrs.)

A study of the political experience of the small nations of Eastern Europe (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria, and Greece) in the light of the conflict of interest among the Great Powers. The first part of the courses will deal with the progressive disintegration of the French alliance system following World War I. The second part will emphasize the formation and apparent disintegration of the Russian satellite system following World War II.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Florescu*

**HISTORY 143-144—MODERN EUROPEAN DIPLOMATIC HISTORY**

(6 Sem. Hrs.)

The international relations between the major European powers from the formation of the first Dreikaiserbund in 1873 to the genesis of the cold war.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Mahoney, S.J.*

HISTORY 147-148—MODERN EUROPEAN ECONOMIC AND SOCIAL  
HISTORY (6 Sem. Hrs.)

The first semester will deal with the European economy prior to the Industrial Revolution, the industrialization of England and the Continent, population growth and social classes, and the intellectual reception of industrialized society. The second semester will be devoted to the economic consequences of international rivalry and cooperation, the diffusion of European economic forms, the cultural impact of technology and the institutions of present-day industrially advanced countries.

*Prof. Plakans*

HISTORY 153-154—THE RISE OF MODERN GERMANY (6 Sem. Hrs.)

A survey of the political, cultural, economic, and intellectual factors which contributed to the formation of modern Germany, from Napoleon in 1815 to Hitler in 1945.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Heineman*

HISTORY 157—MODERN RUSSIA TO 1917 (3 Sem. Hrs.)

Major developments in the history of Russia down to the Bolshevik Revolutions of 1917.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. Hegarty*

HISTORY 158—RUSSIA: 1917 TO THE PRESENT (3 Sem. Hrs.)

A study of the organization and development of the Soviet state from the revolution of 1917 to the present time.

*Prerequisite: Hs. 1-2, or its equivalent.*

*Prof. McNally*

HISTORY 161-162—AMERICAN DIPLOMATIC HISTORY (6 Sem. Hrs.)

The study of the development, significant changes, and major encounters in American diplomacy from the foundation of the Republic to the post-World War II period.

*Prerequisite: Hs. 41-42, or its equivalent.*

*Prof. Freeland*

HISTORY 163-164—AMERICAN INTELLECTUAL HISTORY (6 Sem. Hrs.)

Main currents in American thought from the early settlements of colonial times down to the twentieth century. Special reference will be made to political theory, philosophy, science, religion, literature, and art.

*Prerequisite: Hs. 41-42, or its equivalent.*

*Prof. Betts*

HISTORY 167—THE FEDERAL UNION: 1789-1846 (3 Sem. Hrs.)

The American Republic from the Federalist administration under the new Constitution, through the administrations of Thomas Jefferson and Andrew Jackson.

*Prerequisite: Hs. 41-42, or its equivalent.*

*Prof. O'Connor*

## HISTORY 168—THE HOUSE DIVIDED: 1846-1865 (3 Sem. Hrs.)

The Crisis of the Union from the close of the War with Mexico through the end of the Civil War.

*Prerequisite: Hs. 41-42, or its equivalent.*

*Prof. O'Connor*

## HISTORY 173-174—A HISTORY OF THE BLACK AMERICAN (6 Sem. Hrs.)

A survey of the black American from colonial times to the present, as a "participant" and "issue" in American history, politically, socially, and economically. Race relations, particularly the "white over black" theme, will be stressed.

*Prerequisite: Hs. 41-42, or its equivalent.*

*Prof. Buni*

## HISTORY 177-178—TWENTIETH CENTURY AMERICA (6 Sem. Hrs.)

A study of the major political, social and economic developments which characterized the history of the United States from the opening of the twentieth century to the present time.

*Prerequisite: Hs. 41-42, or its equivalent.*

*Prof. Martineau*

## HISTORY 179—THE URBANIZATION OF AMERICA (3 Sem. Hrs.)

The course is concerned with the concepts of urbanization, the process, the growth of community consciousness, the basis for urban growth and development, and the social, political and economic impact of urbanization.

*Prof. Wakstein*

## HISTORY 180—THE HISTORY OF AMERICAN ECONOMIC DEVELOPMENT (3 Sem. Hrs.)

Beginning with an analysis of the basis for economic growth, the course will then focus on the American experience, and the impact and interaction of economic change on political, social, and cultural developments.

*Prof. Wakstein*

## HISTORY 191-192—PROBLEMS IN MODERN CHINESE HISTORY (6 Sem. Hrs.)

Selected problems in the Ch'ing Dynasty (1644-1911) and the Republican Period (1912-1949), with special emphasis upon reading, discussion, and identifying major questions.

*Prerequisite: Hs. 101-102, or its equivalent.*

*Prof. Wu*



HISTORY 193—THE UNITED STATES AND THE SINO-JAPANESE  
WORLD: 1840-1960 (3 Sem. Hrs.)

After a general explanation of international relations in the Orient in the 19th century, this course will emphasize Sino-American and Japanese-American diplomatic relations in the modern period.

*Prof. FitzGerald, S.J.*

HISTORY 194—SOUTHEAST ASIA: 1850-1960 (3 Sem. Hrs.)

After a general introduction to the peoples and states of Southeast Asia, this course will emphasize the colonial and post-colonial periods in Indochina, Malaysia, Indonesia, and the Philippine Islands.

*Prof. FitzGerald, S.J.*

HISTORY 196—AMERICAN CHRISTIANITY (3 Sem. Hrs.)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

*Prof. Willis, S.J.*

HISTORY 197-198—THE HISTORY OF RELIGIONS (6 Sem. Hrs.)

After an introduction from the fields of history, sociology, and psychology, the lectures of the first semester deal with the Algonquins, Greece and Rome, the Ancient Hebrews, and Judaism. The lectures of the second semester deal with India and China, Islam, American Protestantism, and the philosophy of religion.

*Profs. Betts, Deveny, Donovan,  
Moriarty, Moynihan, Renehan*

HISTORY 199—SENIOR SEMINAR (3 Sem. Hrs.)

Research and student reports on selected topics; completion of Honors Thesis.

Open only to specially qualified students, with permission of the Department.

## DEPARTMENT OF MATHEMATICS

*Professors:* REV. STANLEY J. BEZUSZKA, S.J., LOUIS O. KATTSOFF,  
RENE J. MARCOU, JOHN J. SOPKA, JOSEPH A. SULLIVAN.

*Associate Professors:* GERALD G. BILODEAU (*Chairman*), AUGUSTUS  
J. FABENS, TILLA K. MILNOR, ROSE M. RING,  
JOHN P. SHANAHAN, JOHN H. SMITH.

*Assistant Professors:* PAUL T. BANKS, REV. JOHN F. CAULFIELD\*,  
S.J., E. MARTIN DIECKMANN, REV. WALTER J.  
FEENEY, S.J., RICHARD L. FABER, ENRIQUE A.  
GONZALEZ, JULIEN O. HENNEFELD, JOSEPH F.  
KREBS, ARCHILLE J. LAFERRIERE, ROBERT J.  
LEBLANC, MICHAEL MENN, ABUL M. SAYIED,  
WILLIAM M. SINGER, PAUL R. THIE.

*Instructors:* EDMUND KELLY, RICHARD WINSLOW.

*Lecturer:* MARGARET J. KENNEY.

*Teaching Fellows:* SUZANNE BOUCHARD, DONNA CHIACCIA, PAUL-  
INE DUHAMEL, JOAN GENTILE, ANTOINETTE  
KAZMIERCZAK, THERESA KOCH, RICHARD LA-  
FLEUR, MARY MCGOWAN, LORRAINE NEYLON,  
ALICE ORIENT, PAULETTE ST. OURS, JANET  
STEELE, RICHARD TRUDEAU, EUGENE WESTHOFF.

*Graduate Assistants:* YU-QUEI TINA CHENG, ANN MARIE MARTIN.

\*Sabbatical Leave, both semesters, 1969-1970.

## MATHEMATICS 1-2—ANALYTIC GEOMETRY AND CALCULUS (6 Sem. Hrs.)

This course is for students in the humanities and the social sciences. Beginning with the elements of analytic geometry, including a discussion of lines, circles, and parabolas, it then proceeds to a consideration of standard topics in calculus: limit, continuity, derivative, and integral. The treatment of derivative includes differentiation of algebraic and transcendental functions along with applications, conics, parametric equations, and polar coordinates. The study of the integral is continued by discussion of methods of integration along with applications.

THE DEPARTMENT

## MATHEMATICS 1H-2H—INTRODUCTION TO MODERN ANALYSIS

(6 Sem. Hrs.)

This course is for students in the humanities and the social sciences who are also in the Honors Program. Topics covered vary with the Instructor but usually include a coverage of differential and integral calculus.

Prof. Milnor

## MATHEMATICS 3-4—INTRODUCTION TO FINITE MATHEMATICS

(6 Sem. Hrs.)

This course is for students in the humanities and social sciences. Topics include elementary logic, set theory, counting principles, probability theory, vectors and matrices.

THE DEPARTMENT

## MATHEMATICS 5-6—CALCULUS I AND II

(8 Sem. Hrs.)

This course is for students majoring in Biology, Chemistry, Geology, and Physics. Topics covered include inequalities, functions, limits, and continuity, differentiation and applications, the definite integral and some elementary applications, also analytic geometry of conic sections, the trigonometric exponential, and logarithmic functions, parametric equations, polar coordinates, techniques of integration, and applications of integration.

THE DEPARTMENT

## MATHEMATICS 7-8—INTRODUCTORY ANALYSIS I AND II (8 Sem. Hrs.)

This course is for students majoring in Mathematics. Topics covered include a treatment of the Algebraic properties of the real number system, vectors, functions, analytic geometry of the line and the conic sections, limits and derivatives, the analytic properties of the real number system, integration, and applications of the derivative and integral.

THE DEPARTMENT

## MATHEMATICS 9-10—STRUCTURES OF MODERN MATHEMATICS

I AND II

(6 Sem. Hrs.)

A study of the structure of a variety of (elementary) mathematical systems: Symbolic Logic, Probability Theory, Set Theory and others. Available to students in the humanities and social sciences. A study of the structure of additional mathematical systems: Linear Algebra, Matrices, Linear Programming and others are occasionally included.

*Prerequisite: Mathematics 1-2.*

THE DEPARTMENT

## MATHEMATICS 17-18—INTRODUCTORY ANALYSIS I AND II (8 Sem. Hrs.)

Enrollment in this course is limited to students who have demonstrated an usually high aptitude and achievement in mathematics. Topics covered include the algebraic properties of the real number system, vectors, a brief treatment of analytic geometry, limits and properties of the real number system, integration, elementary functions and applications of the differential and integral calculus.

*Prof. Thie*



MATHEMATICS 23-24—INTERMEDIATE CALCULUS I AND II (6 Sem. Hrs.)

This course is a continuation of Mathematics 6. Topics include vectors and analytic geometry of three dimensions, partial differentiation, Taylor's Theorem, multiple integrals with applications, introductory differential equations, infinite series, including power series and Taylor's series.

THE DEPARTMENT

MATHEMATICS 25-26—INTERMEDIATE ANALYSIS I AND II (6 Sem. Hrs.)

This is a continuation of Mathematics 8. Topics covered include vector algebra and analytic geometry of three dimensional space and the differential calculus of vector valued functions of a vector, multiple integrals and an introduction to differential equations.

THE DEPARTMENT

MATHEMATICS 27-28—INTERMEDIATE ANALYSIS I AND II (6 Sem. Hrs.)

Enrollment in this course is limited to those students whose work in Mathematics 18 has been of honors quality. Topics covered include vector-valued functions of a vector, including some elementary differential geometry of curves and surfaces, multiple integrals, sequences and series, and an introduction to differential equations.

Prof. Hennefeld

MATHEMATICS 31-32—INTERMEDIATE CALCULUS I AND II (6 Sem. Hrs.)

This course is for students in the humanities and social sciences and is a continuation of Mathematics 2. Topics include applications of the definite integral, vectors, analytic geometry of three dimensions and partial differentiation, infinite series, multiple integration, and differential equations.

Prof. Menn

MATHEMATICS 33-34—MODERN ALGEBRA I AND II (6 Sem. Hrs.)

This course sequence consists of an introduction to algebraic structures. The first semester is an introduction to linear algebra and consists of topics in vector spaces, linear transformations, matrices and determinants. The second semester covers some topics in groups, rings, and fields such as quotient structures, homomorphism theorems and polynomial rings.

THE DEPARTMENT

MATHEMATICS 133-134—INTRODUCTION TO ABSTRACT ALGEBRA

I AND II (6 Sem. Hrs.)

Enrollment in this course is limited to those students whose work in Mathematics has been of honors quality. The content of these courses is similar to that of Mathematics 33-34.

Prof. Smith

**MATHEMATICS 135-136—ADVANCED CALCULUS I AND II (6 Sem. Hrs.)**

For Physics, Chemistry and Geology majors. Topics include differential equations with some special methods of solution such as the Laplace Transformation, partial differential equations, the algebra and calculus of vectors.

*Profs. Krebs and Marcou*

**MATHEMATICS 137-138—ADVANCED CALCULUS I AND II (6 Sem. Hrs.)**

These courses consist of a systematic treatment of the differential and integral calculus of functions of several variables curves and surfaces, line and surface integrals, infinite series, and improper integrals.

*THE DEPARTMENT*

**MATHEMATICS 141—VECTOR ANALYSIS**

*(3 Sem. Hrs.)*

Topics include: Algebra and calculus of vectors, continuity and differentiability of vectors and vector functions. Acceleration in generalized coordinates. Coordinate and base vector transformation. The gradient of a scalar divergence and curl of a vector in generalized orthogonal coordinates, the divergence and Stokes' theorems and applications. Irrotational and solenoidal vectors.

*Prof. Marcou*

**MATHEMATICS 142—PARTIAL DIFFERENTIAL EQUATIONS (3 Sem. Hrs.)**

Topics include: Orthogonal function theory. Representation of a function in terms of series of orthogonal functions. Solutions of the Fourier heat equation, the D'Alembert wave equation, and the Laplace, Poisson and Schroedinger Equations. Hamilton's principle and the Lagrangian Equations of motion with no constraints, one, and two constraints.

*Prof. Marcou*

**MATHEMATICS 145—ACTUARIAL MATHEMATICS I**

*(3 Sem. Hrs.)*

This course covers those topics in algebra which are of special interest to those preparing for careers as actuaries. Topics covered include theory of numbers, elementary sequences and series, inequalities, elementary theory of equations, and elementary theory of probability.

*Prerequisite: Mathematics 26 or 32.*

*Prof. Banks*

**MATHEMATICS 146—ACTUARIAL MATHEMATICS II**

*(3 Sem. Hrs.)*

This is a course in the calculus of finite differences. Topics covered include elementary set theory, metric spaces, topological spaces, confinite differentiation and integration, summation of series, and elementary equations.

*Prerequisite: Mathematics 26 or 32.*

*Prof. Banks*

## MATHEMATICS 147—INTRODUCTION TO COMPUTER PROGRAMMING

(3 Sem. Hrs.)

This is an introduction to the IBM 1620 Data Processing System with punched card input/output. Programming languages discussed: 1620 Language, the Symbolic Programming System, and Basic Fortran with modifications. Emphasis on Fortran. Laboratory work in the preparation and testing of programs.

*Offered once in the Fall term and twice in the Spring term.*

*Three periods with laboratory per week.*

*Miss Farrey*

## MATHEMATICS 149-150—MATHEMATICAL STATISTICS I AND II

(6 Sem. Hrs.)

The basic notions of probability are presented, using the algebra of sets. Topics covered include probability, density, and distribution functions of discrete, continuous, and combined random variables; random sampling; binomial, Poisson, and multinomial distributions, and measures of central tendency and variability; Chebyshev's inequality; Bernoulli's theorem, central limit theorem; estimation of parameters and maximum likelihood estimates; correlation and regression; the normal, chi-square, Student's *t* and *F* distributions, with applications in obtaining confidence intervals and testing hypotheses.

*Prerequisite: Mathematics 26 or 32.*

*Prof. Laferriere*

## MATHEMATICS 151—PROBABILITY

(3 Sem. Hrs.)

A general introduction to modern probability theory. Topics studied include discrete and continuous sample spaces and distributions, the distribution of functions of random variables, and the Poisson limit and central limit theorems.

*Prerequisite: Mathematics 26. Fall term.*

*Prof. Fabens*

## MATHEMATICS 157—INTERMEDIATE DIFFERENTIAL EQUATIONS

(3 Sem. Hrs.)

Topics include: Existence and uniqueness theory, linear differential equations, regular singular points and other topics as time permits.

*Prof. Shanahan*

## MATHEMATICS 158—INTRODUCTION TO APPLIED MATHEMATICS

(3 Sem. Hrs.)

A careful study of a few selected physical problems is made developing, among other topics, expansions in Fourier series and general orthogonal expansions.

*Prof. Shanahan*



## MATHEMATICS 162—MODERN GEOMETRY

(3 Sem. Hrs.)

An introduction to non-Euclidean geometry; plane projective geometry and its sub geometries.

*Prof. Dieckmann*

## MATHEMATICS 163-164—METHODS OF NUMERICAL ANALYSIS I AND II

(6 Sem. Hrs.)

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

*Prerequisite: Mathematics 136 or 138.*

*Prof. Ring*

## MATHEMATICS 167-168—TOPOLOGY

(6 Sem. Hrs.)

The first semester is a course in point set topology and the second semester is a course in algebraic topology. Topics for the first semester include elementary set theory, metric spaces, topological spaces, connectedness, and compactness. For the second semester, topics include an introduction to homology and co-homology theories, discussion of duality theorems, application of Euclidean spaces, and consideration of the fundamental group.

*Prerequisite: Mathematics 26 and 33-34.*

*Prof. Menn*

## MATHEMATICS 172—SYMBOLIC LOGIC

(3 Sem. Hrs.)

An introduction to the theory of logical inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

*Spring term.*

*Prof. Kattsoff*

## MATHEMATICS 175—COMBINATORICS

(3 Sem. Hrs.)

Topics include permutations and combinations, binomial and multinomial theorems, special functions such as the Euler  $\phi$  functions, generating functions with applications, partitions.

*Prerequisite: Mathematics 26 and 33-34. Fall term.*

*Prof. Dieckmann*

## MATHEMATICS 191-192—READING I AND II

(6 Sem. Hrs.)

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Department. The student will work independently in some advanced or special area of mathematics, under the guidance of a faculty member. Course credits vary according to the amount and character of the work undertaken.

*THE DEPARTMENT*

\*MATHEMATICS 215-216—GROUP THEORY: RING AND FIELD THEORY (6 Sem. Hrs.)

Topics include: Fundamental notions and properties of groups; subgroups and quotient groups with special emphasis on finite groups; rings, fields, ideals; factorization, quotient ring; field extensions.

*Prof. Dieckmann, Fall Semester*  
*Prof. Smith, Spring Semester*

\*MATHEMATICS 231-232—FUNCTIONS OF REAL VARIABLES (6 Sem. Hrs.)

Topics include: Lebesgue integration, absolute continuity,  $L_p$  spaces, and basic results in Functional Analysis.

*Prof. Sullivan*

\*MATHEMATICS 235-236—FUNCTIONS OF A COMPLEX VARIABLE (6 Sem. Hrs.)

Topics include differentiation and integration of a function of a complex variable, series expansions, residue theory, entire and meromorphic functions, Riemann surfaces and conformal mapping.

*Prof. Gonzalez*

\*MATHEMATICS 283—MATHEMATICAL LOGIC (3 Sem. Hrs.)

Topics include the propositional calculus; first order theories; Godel's completeness theorem; first order arithmetic; Godel's incompleteness theorem.

*Fall term.*

*Prof. Feeney*

\*MATHEMATICS 284—FOUNDATIONS OF MATHEMATICS (3 Sem. Hrs.)

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

*Prerequisite: Introductory course in mathematical logic or consent of Instructor. Spring term.*

*Prof. Feeney*

\*Courses open to qualified students with the approval of the Department. Certain other courses listed in the catalogue of the Graduate School of Arts and Sciences may be taken as advanced electives with Departmental approval.

## DEPARTMENT OF MILITARY SCIENCE

*Chairman:* LT. COLONEL FRANK C. SCHOFIELD, U.S.A.

*Assistant Professors:* LT. COLONEL RICHARD R. HEINEKE, U.S.A.,  
MAJOR CECIL E. BRAY, JR., U.S.A., MAJOR  
RAYMOND J. ZUGEL, U.S.A., CAPTAIN RALPH  
E. JOHNSON, U.S.A.

An Army Reserve Officers Training Corps (ROTC) Unit is maintained at Boston College. Military Science is normally a four-year elective course, whose object is to produce junior officers, qualified by their education, training and inherent qualities, for continued development as officers of the United States Army. Commissions in the Regular Army are offered to Distinguished Military Graduates. Training in leadership is emphasized. Physically qualified male students between the ages of fourteen and twenty-three, who are citizens of the United States, and who are regularly enrolled in courses leading to a degree, are eligible to apply for enrollment in the ROTC at the beginning of freshman year. Advanced Course students receive a monetary allowance prescribed by law.

Applicants who successfully complete the Basic Course will be enrolled in the Advanced Course, within quota limitations set by the Department of the Army. A limited number of sophomores may enroll in the two-year Advanced ROTC Program by successfully completing a six-week summer training camp prior to their junior year in lieu of the Basic Course.

## MILITARY SCIENCE I—BASIC COURSE

\*(2 Sem. Hrs.)

Freshmen attend one hour of classroom instruction and one drill period each week during the academic year. The instruction covers the ROTC program, organization of the Army, individual weapons and marksmanship, evolution of warfare and weapons, organization and mission of the United States Defense Establishment, and the objectives of national security and strategy.

*Lt. Col. Heineke*

## MILITARY SCIENCE II—BASIC COURSE

\*(4 Sem. Hrs.)

Sophomores attend two classroom hours and one drill period each week during the academic year. Instruction in American Military History includes organizational and tactical patterns which have evolved to form the foundation for present doctrine, strategic considerations which influence the conduct of war, and the importance of incorporating new ideas with proven fundamentals. Introduction to Tactics and Operations encompasses map and aerial photograph reading, organization of basic military teams and principles of offensive and defensive tactics.

*Capt. Johnson*



**MILITARY SCIENCE III—ADVANCED COURSE****\*\* (5 Sem. Hrs.)**

Classroom instruction is devoted to principles and techniques of leadership and management, principles of military teaching, small unit tactics, communications, and organization and mission of the branches of the Army. Actual exercise of command by students is emphasized during drill periods. Attendance at a six-week summer camp is required. Classroom instruction consists of three hours per week. One drill period per week is required of all cadets.

*Major Bray*

**MILITARY SCIENCE IV—ADVANCED COURSE****\*\* (5 Sem. Hrs.)**

As cadet officers, students enrolled in Military Science IV serve in command positions within the cadet brigade. Classroom instruction covers the United States in world affairs, logistic operations, military administration, personnel management, and officer indoctrination. Students are selected for branch assignment in senior year. Classroom instruction and drill requirements are the same as for Military Science III.

*Major Zugel*

All Military Science classes, including drill periods, are scheduled during the normal academic day.

\*Not applicable to the credits required for a degree.

\*\*Semester hours credit toward the degree varies according to the student's major field of study and the requirements of undergraduate schools and colleges within the University.

## DEPARTMENT OF MUSIC

*Composer-In-Residence:* C. ALEXANDER PELOQUIN.

*Associate Professor:* JOSEPHINE VON HENNEBERG (*Chairman*).

*Assistant Professor and Musician-in-Residence:* OLGA STONE.

*Lecturers:* WILLIAM MIRANDA, BERJ ZAMKOCHIAN, JOHN R. WILLIS, S.J.

*Instructor:* ANN D. SHAPIRO.

FINE ARTS 60—MUSIC IN WESTERN CULTURE (3 Sem. Hrs.)

A study of the development of music and great composers in the history of Western civilization, against a background of the social, political and philosophical forces responsible for its evolution.

*Prof. Peloquin*

FINE ARTS 162—BEETHOVEN (3 Sem. Hrs.)

All the symphonies. Representative sonatas and quartets from the three major periods.

*Prof. Willis, S.J.*

FINE ARTS 165—MODERN MUSIC (3 Sem. Hrs.)

A study of the development of music in this century, including the classical, popular and jazz productions, with consideration given to some of the problems of the composers and performers.

*Prof. Peloquin*

FINE ARTS 169—THE AGE OF BAROQUE (3 Sem. Hrs.)

An examination of the music of the period from 1600 to 1750 during which organ literature, the cantata, the oratorio, and the opera were all given their definite forms.

*Prof. Zamkochian*

FINE ARTS 170—WAGNER (3 Sem. Hrs.)

A study of all the music dramas, with special attention to the Ring of Nibelung.

*Prof. Willis, S.J.*

FINE ARTS 171—VERDI (3 Sem. Hrs.)

The life and works of the great operatic composer.

*Prof. Miranda*

FINE ARTS 172—MUSIC OF THE ROMANTIC ERA (3 Sem. Hrs.)

Changing concepts of the symphony after Beethoven, the Romanticists' approach to form. Study of the major symphonic and chamber works from Schubert to Richard Strauss.

*Prof. Stone*

FINE ARTS 175—MUSIC OF THE CLASSICAL PERIOD (3 Sem. Hrs.)

The formulation of the classical principles of construction by Joseph Haydn with reference to the contributions of C.P.R. Bach and the Mannheim school. The fulfillment of the classical ideal in the works of Mozart and Beethoven.

*Prof. Stone*

## DEPARTMENT OF NATURAL SCIENCES

*Chairman:* REV. JAMES W. SKEHAN, S.J.

*Lecturer:* REV. ARTHUR J. DRISCOLL.

## NATURAL SCIENCES 11-12—PRINCIPLES OF PHYSICAL SCIENCE

(8 Sem. Hrs.)

A comprehensive introduction to the origin and development of the key concepts and fundamental theories in Physics and Chemistry which have led to the present position of the atomic sciences.

*Three lectures and one two-hour laboratory period per week for two semesters.*

*Prof. Driscoll*



## DEPARTMENT OF PHILOSOPHY

*Professors:* THOMAS BLAKELEY, WILLIAM DRUMMOND, S.J., ALEXANDER DUNCAN, S.J., WILLIAM FITZGERALD, S.J., TIMOTHY O'MAHONY, S.J., NORMAN WELLS.\*\*

*Associate Professors:* FREDERICK ADELMANN, S.J., OLIVA BLANCHETTE, S.J., BRIAN CUDAHY\*, PAUL KOVALY, STUART MARTIN, EDWARD MACKINNON, S.J., JOHN MCCARTHY, S.J., GERALD MCCOOL, S.J., RICHARD MURPHY, S.J.\*\*\*, JOSEPH NAVICKAS\*, THOMAS OWENS, DANIEL SHINE, S.J.

*Assistant Professors:* JOSEPH BARRETT, S.J., JOSEPH CASEY, S.J., JOHN DONOGHUE, S.J., WILLIAM EGAN, S.J., JOSEPH FLANAGAN, S.J. (*Chairman*), GEORGE FUIR, S.J., MERRILL GREENE, S.J., WILLIAM HAGGERTY, PETER KREEFT, THOMAS LOUGHRAN, S.J., FRANCIS MALLOY, S.J., GERARD O'BRIEN, S.J., JOSEPH QUANE, S.J., DAVID RASMUSSEN, JOHN ROCK, S.J., CHARLES TOOMEY, S.J.

*Instructor:* BERNARD BOMMARITO.

\*Sabbatical Leave, Fall Term, 1969.

\*\*Sabbatical Leave, Spring Term, 1970.

\*\*\*Sabbatical Leave, 1969-1970.

Students majoring in philosophy will be expected to complete four semester hours of credit, in addition to the required philosophy courses. In certain cases, with the prior approval of the Chairman of the Philosophy Department, advanced undergraduate students may take courses offered by the Department in the Graduate School of Arts and Sciences.

PHILOSOPHY 22—PHILOSOPHY OF MAN (3 Sem. Hrs.)

This course considers the nature of man from the evidence of personal experience, science, and the philosophical reflections of key figures in Western thought.

THE DEPARTMENT

PHILOSOPHY 54—ETHICS (3 Sem. Hrs.)

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined.

THE DEPARTMENT

PHILOSOPHY 76—METAPHYSICS (3 Sem. Hrs.)

A study of contemporary and classical formulations of metaphysical systems which will attempt to establish the need for a metaphysical approach to philosophical problems. Finite man's knowledge of an Infinite God will also be considered.

THE DEPARTMENT

## FALL SEMESTER — 1969

## PHILOSOPHY 104—ARISTOTLE (3 Sem. Hrs.)

An analysis of the major philosophical themes in the writings of Aristotle.

*Prof. Martin*

## PHILOSOPHY 106—PLATONIC TRADITION (3 Sem. Hrs.)

"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." (Whitehead)  
This course will test that statement by examining the footnotes.

*Prof. Kreeft*

## PHILOSOPHY 121—MODERN PHILOSOPHY (3 Sem. Hrs.)

A study of the major thinkers of the period from Descartes to Hegel.

*Prof. Haggerty*

## PHILOSOPHY 134—TRANSCENDENT IN RECENT THOUGHT (3 Sem. Hrs.)

Critical study of man's search for God as posed by such philosophers as Whitehead, Heidegger and Tillich.

*Prof. Owens*

## PHILOSOPHY 136—GERMAN EXISTENTIALISM (3 Sem. Hrs.)

A critical study of the existential philosophies of Nietzsche, Heidegger and Jaspers.

*Prof. Rock, S.J.*

## PHILOSOPHY 162—CONTEMPORARY MARXISM (3 Sem. Hrs.)

The philosophical problems of metaphysics of knowledge, of existence, of matter, and the nature of man in the light of contemporary Marxism.

*Prof. Adelman, S.J.*

## PHILOSOPHY 163—INTRODUCTORY SOVIETOLOGY (3 Sem. Hrs.)

Sovietology is the study of the Soviet world from all major points of view. This course provides a close and careful study of Marxist theory and all major Soviet institutions.

*Prof. Blakeley*

## PHILOSOPHY 174—NATURAL LAW (3 Sem. Hrs.)

This is a study of the ethical and political philosophies of Natural Law, with particular attention to the Stoics, St. Thomas Aquinas, and John Locke.

*Prof. Devine*

## PHILOSOPHY 188—LANGUAGE AND THOUGHT (3 Sem. Hrs.)

A discussion of the major authors in the philosophy of language leading to a systematic discussion of the problems of language and knowledge and the relation between the two.

*Prof. MacKinnon, S.J.*

## PHILOSOPHY 194—AUTHORITY AND FREEDOM (3 Sem. Hrs.)

This course involves a reading and discussion of several classic works concerned with the problem of Liberty and Authority; Plato's *Republic*, Locke's *Second Treatise*, Mill's *Essay on Liberty*. Contemporary readings will include contributions of Maritain, J. C. Murray, and Louis Janssens.

*Prof. McCarthy, S.J.*

## PHILOSOPHY 199—PHILOSOPHY OF LITERATURE (3 Sem. Hrs.)

An analysis of the basic philosophical themes expressed in such writers as Tolstoy, Dostoevski, Thomas Mann, Sartre, Camus, Kafka.

*Prof. Kovaly*

## SPRING SEMESTER — 1970

## PHILOSOPHY 121—MODERN PHILOSOPHY (3 Sem. Hrs.)

A study of the major thinkers of the period from Desartes to Hegel.

*Prof. MacKinnon, S.J.*

## PHILOSOPHY 126—AMERICAN PRAGMATISM (3 Sem. Hrs.)

A close analysis of selected writings of Pierce, James and Dewey.

*Prof. Haggerty*

## PHILOSOPHY 137—FRENCH EXISTENTIALISM (3 Sem. Hrs.)

A critical study of the existential philosophies of Sartre, Marcel and Merleau-Ponty.

*Prof. Rock, S.J.*

## PHILOSOPHY 151—STRUCTURES IN COMPARATIVE RELIGION

(3 Sem. Hrs.)

A study of the methodologies designed to interpret religious phenomena developed by Frazer, Tylor, van der Leeuw, Wach, Levi-Strauss, and Eliade. Special attention will be given to the use of structuralism and morphology as the foundation for the interpretation of a selected body of religious data.

*Prof. Rasmussen*



PHILOSOPHY 162—CONTEMPORARY MARXISM (3 Sem. Hrs.)

The philosophical problems of metaphysics of knowledge, of existence, of matter, and the nature of man in the light of contemporary Marxism.  
*Prof. Adelmann, S.J.*

PHILOSOPHY 171—POLITICAL PHILOSOPHIES: CLASSICAL AND MODERN (3 Sem. Hrs.)

An examination of selected texts of Locke and Hobbes in an effort to see how and why modern political thought is radically different from its classical counterpart.

*Prof. Cudahy*

PHILOSOPHY 173—SOCRATES IN ATHENS (3 Sem. Hrs.)

An examination of selected texts of Locke and Hobbes in an effort to Socratic discovery of political philosophy, using Aristophanes' attack on Socrates in his play *The Clouds* and Zenophon's defense of Socrates in his four Socratic writings.

*Prof. Bruell*

PHILOSOPHY 175—THE PHILOSOPHICAL ORIGINS OF CONTEMPORARY POLITICAL IDEOLOGIES (3 Sem. Hrs.)

A study of the distinctive nature of "ideology" and ideological politics, and of the thinkers who founded, or contributed to, Liberalism (Locke), Conservatism (Burke), Communism (Marx and Lenin), and Nazism (Nietzsche?).

*Professor Lowenthal*

PHILOSOPHY 176—ETHICS AND POLITICS: NIETZSCHE, HEGEL, KANT (3 Sem. Hrs.)

A study of German moral and political philosophy, stressing the problems of idealism and historicism, and showing how the quest for standards by these thinkers led ultimately to existentialism.

*Prof. Faulkner*

PHILOSOPHY 183—PRACTICAL LOGIC (3 Sem. Hrs.)

Principles of critical thinking applied to language, argumentation and scientific method. Not a formal system but how to think clearly in actual situations set in all fields of human endeavor.

*Prof. Kreeft*

PHILOSOPHY 184—SOCIAL ETHICS (3 Sem. Hrs.)

A consideration of the social nature of man and of the solid dimension in ethical judgment, based on a phenomenology of inter-subjectivity and a review of certain structures in human interactions. There will be discussions of such topics as property and man in his economic, familial, professional, political, and international relationships.

*Prof. Blanchette, S.J.*

## DEPARTMENT OF PHYSICS

*Professors:* ROBERT L. CAROVILLANO (*Chairman*), FREDERICK E. WHITE.

*Associate Professors:* ROBERT L. BECKER, JOSEPH H. CHEN, BALDASSARE DI BARTOLO, GEORGE J. GOLDSMITH, FRANCIS MCCAFFREY, SOLOMON L. SCHWEBEL.

*Adjunct Associate Professor:* EDMUND H. CARNEVALE.

*Assistant Professors:* ROBERT F. GIRVAN, REV. JOHN H. KINNIER, S.J.\*, DARRYL LEITER, REV. FRANCIS A. LIUIMA, S.J., JOHN J. MAGUIRE, JOHN J. POWER, REIN A. URITAM, HELEN J. YOUNG.

*University Fellow:* THOMAS P. SHAUGHNESSY.

*NSF Traineeship:* WILLIAM A. WALL.

*Teaching Fellows:* JIN HUM KIM, FRANCIS J. LUCZAK.

*Research Assistants:* JOHN H. BRADSHAW, GERALD J. DIEBOLD, MARY SUSAN GUSSENHOVEN, JOHN LARKIN, EMILY LIN, PAUL A. MCCORMACK, WILLIAM G. STANLEY.

*Teaching Assistants:* C. C. CHACKO, PASQUALE COMPAGNONE, RAFAEL DE AGUINAGA, S.J., ORLANDO A. D'AMORE, HAROLD J. DODSON, SHIL-LING FENG, JOHN M. FLAHERTY, SAMUEL C. KAO, JAMES T. KARPICK, SANDI LIEU, ELAINE MC-LAUGHLIN, RICHARD D. MICAL, MARY JANE MOH, NEEL PRICE, PRATIBHA NUTHAKKI, ROBERT J. SANTORO, RICHARD L. ZAGURA.

\*On Leave of Absence, 1969-1970.

PHYSICS 23—GENERAL PHYSICS I (CALCULUS) (4 Sem. Hrs.)

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus; introductory thermodynamics and kinetics theory of gases. Laboratory work will include the design and evaluation of experiments.

*Three lectures, one laboratory period, and one scheduled recitation hour per week for one semester.*

*Prof. Liuima, S.J.*

PHYSICS 24—GENERAL PHYSICS II (CALCULUS) (4 Sem. Hrs.)

A study of the principles and applications of electricity and magnetism, with free use of the calculus, including a selection of topics from optics and the electromagnetic theory of light. Laboratory work will deal with fundamental instruments.

*Three lectures, one laboratory period, and one scheduled recitation hour per week for one semester.*

*Prof. Liuima, S.J.*

**PHYSICS 25—GENERAL PHYSICS I (CALCULUS) (3 Sem. Hrs.)**

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus; introductory thermodynamics and kinetic theory of gases.

*Three lectures and one scheduled recitation hour per week  
for one semester.*

*Prof. Liuima, S.J.*

**PHYSICS 26—GENERAL PHYSICS II (CALCULUS) (3 Sem. Hrs.)**

A thorough study of the principles and applications of electricity and magnetism, with free use of the calculus; a selection of topics from optics and the electromagnetic theory of light.

*Three lectures and one scheduled recitation hour per week  
for one semester.*

*Prof. Liuima, S.J.*

**PHYSICS 27-28—GENERAL PHYSICS I, II (Non-Calculus) (8 Sem. Hrs.)**

An introduction to classical and modern physics, the main emphasis being on fundamental principles.

*Three lectures and one laboratory period per week for two semesters.*

*Prof. McCaffrey*

**PHYSICS 29-30—GENERAL PHYSICS I, II (Non-Calculus) (6 Sem. Hrs.)**

An introduction to classical and modern physics, the main emphasis being on fundamental principles.

*Three lectures per week for two semesters.*

*Prof. McCaffrey*

**PHYSICS 33—INTRODUCTORY MECHANICS (4 Sem. Hrs.)**

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus.

*Three lectures, one laboratory period, and one scheduled recitation  
hour per week for one semester.*

*Prof. Chen*

**PHYSICS 34—INTRODUCTORY ELECTRICITY AND MAGNETISM**

**(4 Sem. Hrs.)**

A thorough study of the principles and application of electricity and magnetism, with free use of the calculus.

*Three lectures, one laboratory period, and one scheduled recitation  
hour per week for one semester.*

*Prof. Chen*

**PHYSICS 35—WAVES AND OSCILLATIONS**

**(4 Sem. Hrs.)**

Modes of oscillatory systems. Traveling waves in homogenous media; superposition of harmonic waves. Emission and absorption of waves; polarization, interference and diffraction phenomena.

*Three lectures and one recitation hour per week for one semester.*

*Prof. Girvan*



PHYSICS 36—QUANTUM PHYSICS (4 Sem. Hrs.)

Atoms and elementary particles; characteristics of atomic molecular and nuclear systems; quantum states and probability amplitude; wave mechanics; thermal properties of matter.

*Three lectures and one recitation hour per week for one semester.*

*Prof. Girvan*

PHYSICS 121-122—ADVANCED LABORATORY I, II (1 Sem. Hr.)

Laboratory and conferences. Experiments in mechanics, heat, electricity, and magnetism.

*One laboratory period per week for two semesters.*

*Profs. Goldsmith, Girvan, McCaffrey, Young, and  
THE DEPARTMENT*

PHYSICS 123—EXPERIMENTAL PHYSICS I (1 Sem. Hr.)

Laboratory and conferences; a selection of fundamental experiments from atomic, nuclear, and solid state physics.

*One laboratory period per week.*

*Prerequisite: Ph. 173-174, or the equivalent.*

*Profs. Goldsmith, Girvan, Liuima, S.J., Young*

PHYSICS 124—EXPERIMENTAL PHYSICS II (1 Sem. Hr.)

Continuation of Physics 123.

*Profs. Goldsmith, Girvan, McCaffrey, Young*

PHYSICS 125—PROJECTS IN EXPERIMENTAL PHYSICS I (3 Sem. Hrs.)

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics.

*One lecture and two laboratory periods per week.*

*Prerequisite: Permission of instructor.*

*Profs. Goldsmith, Girvan, Liuima, S.J., Young*

PHYSICS 126—PROJECTS IN EXPERIMENTAL PHYSICS II (3 Sem. Hrs.)

Continuation of Physics 125.

*Profs. Goldsmith, Girvan, Liuima, S.J., Young*

PHYSICS 161—INTRODUCTION TO SOLID STATE PHYSICS (3 Sem. Hrs.)

A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical, and magnetic properties of solids.

*Three lectures per week for one semester.*

*Prof. Goldsmith*

## PHYSICS 173—ATOMIC PHYSICS

(3 Sem. Hrs.)

Alkali atoms; multielectron atoms, coupling of angular momentum; interaction of atomic states with static external and nuclear fields; electromagnetic transitions; lifetimes and transition rates; line and continuous X-ray spectra.

*Three lectures per week for one semester.*

*Prof. Becker*

## PHYSICS 174—NUCLEAR PHYSICS

(3 Sem. Hrs.)

Collision theory; nuclear reactions; the neutron; the deuteron alpha decay; beta decay; high energy physics, the systematics of elementary particles.

*Three lectures per week.*

*Prof. Young*

## PHYSICS 175—STATISTICAL PHYSICS I

(3 Sem. Hrs.)

Statistical description of many particle systems; the laws and applications of thermodynamics; statistical thermodynamics; basic methods of statistical mechanics.

*Three lectures per week for one semester.*

*Prof. Di Bartolo*

## PHYSICS 176—STATISTICAL PHYSICS II

(3 Sem. Hrs.)

Kinetic theory of dilute gases; equilibrium between phases; quantum statistic for weakly interacting particles; strongly interacting particles; magnetism and low temperature; irreversible processes and fluctuations.

*Three lectures per week for one semester.*

*Prof. Di Bartolo*

## PHYSICS 177—MODERN OPTICS

(3 Sem. Hrs.)

An introduction to recent developments in this field; coherence theory, lasers, holography, optics of solids, optical instruments; optical information processing.

*Three lectures per week for one semester.*

*Prof. Becker*

## PHYSICS 195—MECHANICS

(3 Sem. Hrs.)

Generalized coordinates, Lagrange's and Hamilton's equations; dynamics of rigid bodies; differential cross sections; special relativity.

*Three lectures per week.*

*Prof. Carovillano*

## PHYSICS 196—ELECTRICITY AND MAGNETISM

(3 Sem. Hrs.)

Maxwell's equations; electrostatics and magnetostatics; wave propagation; radiation; covariance.

*Three lectures per week.*

*Prof. Carovillano*

## PHYSICS 199—READINGS AND RESEARCH (Credits by arrangement)

*By arrangement (both semesters)*

THE DEPARTMENT

## PHYSICS 201—CLASSICAL MECHANICS

(3 Sem. Hrs.)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

*Three lectures per week for one semester.*

Prof. Carovillano

## PHYSICS 203—PLASMA PHYSICS

(3 Sem. Hrs.)

Basic concept of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfven waves; selected applications of astrophysical and geophysical importance.

*Three lectures per week for one semester.*

Prof. Maguire

## PHYSICS 211—MATHEMATICAL PHYSICS I

(3 Sem. Hrs.)

Complex variables and theory of residues; matrices, determinants, transformation theory; theory of linear operators; calculus of linear operators, invariants, and relation to group theory.

*Three lectures per week for one semester.*

Prof. Schwebel

## PHYSICS 212—MATHEMATICAL PHYSICS II

(3 Sem. Hrs.)

Extension and generalization of linear operator theory to the continuous case; transfer calculus; inverses; study of the linear operator for second order differential equations.

*Three lectures per week for one semester.*

Prof. Schwebel

## PHYSICS 263—ELECTROMAGNETIC THEORY

(3 Sem. Hrs.)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multiple moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

*Three lectures per week for one semester.*

Prof. Carovillano

## PHYSICS 281—QUANTUM MECHANICS I

(3 Sem. Hrs.)

Fundamental concepts; bound states and scattering theory; the Coulomb fields; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

*Three lectures per week for one semester.*

Prof. Uritam

## PH 292—NUCLEAR THEORY (3)

The two-nucleon interaction; properties of nuclei, structure of complex nuclei; nuclear reactions and scattering. Three lectures per week.

*Prerequisite: Permission of instructor.**First semester*

Prof. Becker



## DEPARTMENT OF POLITICAL SCIENCE

*Professors:* DAVID LOWENTHAL (*Chairman*), MARVIN RINTALA\*,  
PETER S. H. TANG, ROBERT K. WOETZEL.\*\*

*Associate Professors:* GARY P. BRAZIER, DONALD S. CARLISLE, ROBERT K. FAULKNER, YOUNG C. KIM, DAVID R. MANWARING.

*Assistant Professors:* CHRISTOPHER J. BRUELL, JEFFRY M. BURNAM, FRANCIS E. DEVINE, PIERRE-MICHEL FONTAINE, ROBERT E. GILBERT, CHARLES J. SERNS.

\*Sabbatical Leave, Fall Term, 1969.

\*\*Sabbatical Leave, Spring Term, 1970.

## INTRODUCTORY COURSES

POLITICAL SCIENCE 21-22—AMERICAN GOVERNMENT (6 Sem. Hrs.)

This course is an extended treatment of the essentials of American Government (national, state, and local), and of selected policy issues. Not open to those who have taken Po. 31-32 except with departmental permission.

*Prof. Devine and Serns*

POLITICAL SCIENCE 31-32—FUNDAMENTAL CONCEPTS OF POLITICAL  
SCIENCE (6 Sem. Hrs.)

This course introduces the student to the analysis of governmental systems. For non-majors.

*THE DEPARTMENT*

POLITICAL SCIENCE 41-42—FUNDAMENTAL CONCEPTS OF POLITICAL  
SCIENCE (6 Sem. Hrs.)

This course is similar in many respects to Political Science 31-32. Its subject matter is identical; its treatment is oriented toward majors. For majors only.

*THE DEPARTMENT*

## AMERICAN POLITICS

POLITICAL SCIENCE 103—STATE AND LOCAL GOVERNMENT (3 Sem. Hrs.)

The structure and functions of government in the United States at the state and local level are studied.

*Prof. Brazier*

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POLITICAL SCIENCE 104—THE AMERICAN PRESIDENCY (3 Sem. Hrs.)

An analysis of the powers and prerogatives of the modern Presidency. Attention will be given to the impact of various Presidents upon the development of the Presidential office. Trends in nominating and electoral politics will also be examined.

*Prof. Gilbert*

POLITICAL SCIENCE 105—THE AMERICAN NEGRO'S QUEST  
FOR EQUALITY (3 Sem. Hrs.)

An analysis of the ongoing racial crisis in its various dimensions, and of alternative solutions that have been proposed.

*Prof. Brazier*

POLITICAL SCIENCE 107—THE AMERICAN PARTY SYSTEM (3 Sem. Hrs.)

This course gives a detailed analysis of the nature and functioning of American political parties and pressure groups.

*Professor Gilbert*

POLITICAL SCIENCE 108—INTERGOVERNMENTAL RELATIONS  
(3 Sem. Hrs.)

An analytical survey is made of the theories, institutions, and forces that shape the distribution and utilization of government power within the United States federal system. Particular attention is given to national-state-local relations and to the emerging problems of area and administration in metropolitan communities.

*Prof. Brazier*

POLITICAL SCIENCE 109—THE LEGISLATIVE PROCESS (3 Sem. Hrs.)

A comprehensive survey of American legislative systems—Congress and the state legislatures—will be undertaken, with emphasis placed on the role of representatives in linking people and their bureaucracies.

*Prof. Serns*

POLITICAL SCIENCE 110—GOVERNMENT AND POLITICS OF URBAN  
AMERICA (3 Sem. Hrs.)

An examination of the problems confronting cities and metropolitan communities in the United States. Attention will also be given to urban electoral behavior and to the types of governmental structures found in urban areas.

*Offered in 1970-1971.*

*Prof. Gilbert*

POLITICAL SCIENCE 113-114—AMERICAN CONSTITUTIONAL LAW  
(6 Sem. Hrs.)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on such topics as judicial review, federalism, the national commerce power, due process of law, and civil liberties.

*Prof. Manwaring*

## POLITICAL SCIENCE 117—AMERICAN BUREAUCRACY (3 Sem. Hrs.)

The transformation of the American Bureaucracy by the political and administration reforms of the Federalist, Jacksonian, Progressive, and New Deal eras. Politics and administration of the contemporary American Bureaucracy. The political rights of civil servants.

*Prof. Burnam*

## POLITICAL SCIENCE 118—BUREAUCRACY AND POLITICS (3 Sem. Hrs.)

Theories of Bureaucracy; bureaucracy and political development; bureaucracy, law and the political community—the police; bureaucracy and democracy; bureaucracy and revolution.

*Prof. Burnam*

## POLITICAL SCIENCE 119—GOVERNMENT AND THE PRESS (3 Sem. Hrs.)

The political influence of the "Fourth Branch of Government" in contemporary America, including radio and television. Press influence and freedom of the press in the history of the United States and England. Contemporary First Amendment issues—prior restraint, press coverage of trials, wars, and riots; libel of public figures. Broadcast regulation by the Federal Communications Commission.

*Prof. Burnam*

## COMPARATIVE POLITICS

## POLITICAL SCIENCE 126—COMPARATIVE EUROPEAN POLITICS

(3 Sem. Hrs.)

A comparative analysis of political thought, action, and organization in the United Kingdom and Germany. Majors only.

*Prof. Rintala*

## POLITICAL SCIENCE 128 (228)—GOVERNMENT AND POLITICS OF

CHINA

(3 Sem. Hrs.)

A detailed study of the evolution of political ideas and institutions of contemporary China. Special references are made to Communist revolutionary strategies and tactics, as well as to ideology and leadership.

*Prof. Tang*

## POLITICAL SCIENCE 129—SOVIET POLITICAL INSTITUTIONS (3 Sem. Hrs.)

This course traces the history of the Soviet state through its phases under Lenin, Stalin, and Khrushchev. The contemporary Soviet political system will be analyzed, stressing the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of revolution, political construction, legitimacy in a modern industrial policy.

*Prof. Carlisle*



## POLITICAL SCIENCE 130—JAPANESE GOVERNMENT AND POLITICS

(3 Sem. Hrs.)

A study of contemporary Japanese government and its domestic and foreign policies, against the background of earlier Japanese regimes.

*Prof. Kim*

## POLITICAL SCIENCE 131—GOVERNMENT AND POLITICS OF LATIN

AMERICA I

(3 Sem. Hrs.)

An introduction to the political culture of the area, as well as a study of the governmental and political processes. The following subjects will be examined: the legacy of the colonial period and of the independence movement, the constitutional traditions, the experience with "caudillismo," radicalism, liberalism, militarism, and totalitarianism.

*Prof. Fontaine*

## POLITICAL SCIENCE 132—GOVERNMENT AND POLITICS OF LATIN

AMERICA II

(3 Sem. Hrs.)

An analysis of the major political problems of Latin America today, with emphasis on the role of the military, the problem of participation, the political implications of economic development and social change, the impact of nationalism and communism, and the relations with the United States and other great powers.

*Prof. Fontaine*

## POLITICAL SCIENCE 133—THEORIES OF COMPARATIVE POLITICAL

SYSTEMS

(3 Sem. Hrs.)

An examination of the leading contemporary theories of comparative politics and an attempt to apply them, through research projects, to countries chosen by the student.

*Prof. Kim*

## POLITICAL SCIENCE 134—COMPARATIVE URBAN POLITICS (3 Sem. Hrs.)

A comparison of selected American and non-American cities with respect to their structure and problems.

*Prof. Brazier*

## POLITICAL SCIENCE 136—POLITICAL DEVELOPMENT (3 Sem. Hrs.)

This is a comparative analysis of the political processes, institutions, ideas, and behavior related to nation-building and modernization, with particular emphasis on the relationship between the respective requirements of economic growth and political democratization.

*Offered in 1970-1971.*

*To be announced*

## POLITICAL SCIENCE 138 (238)—THE GOVERNMENT AND POLITICS OF

EAST CENTRAL EUROPE (3 Sem. Hrs.)

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries.

*Prof. Tang*

## INTERNATIONAL POLITICS

POLITICAL SCIENCE 151—INTERNATIONAL RELATIONS AND POLITICS  
(3 Sem. Hrs.)

The nation-state system, its principles of operation and the bases of national power and policy are examined.

*Offered in 1970-1971.*

*Prof. Fontaine*

POLITICAL SCIENCE 152—INTERNATIONAL ORGANIZATION AND POLICY  
(3 Sem. Hrs.)

The structure, power, and policy of leading international organizations are analyzed, and a study is made of the power and policy of the United States in its relationships with the international community.

*Prof. Fontaine*

## POLITICAL SCIENCE 154—SOVIET FOREIGN POLICY (3 Sem. Hrs.)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries, (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country," the Soviet Bloc, the Cold War, Peaceful Co-existence, and Polycentrism, as well as other contemporary international problems, will be considered.

*Prof. Carlisle*

POLITICAL SCIENCE 155—SOVIET UNION AND THE DEVELOPING  
NATIONS (3 Sem. Hrs.)

This course will be devoted to a study of the relations between the foreign policy of the USSR and the problems of imperialism, colonialism, revolution and economic development in the non-Western world. The following issues will be considered: revolution and modernization, Soviet foreign aid and alliances, Soviet Central Asia as a development model, Communism in Asia, Africa and Latin America, "national-liberation war" and Vietnam.

*Prof. Carlisle*

## POLITICAL SCIENCE 157 (257)—SINO-SOVIET RELATIONS (3 Sem. Hrs.)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

*Prof. Tang*

POLITICAL SCIENCE 159—INTERNATIONAL RELATIONS OF LATIN  
AMERICA (3 Sem. Hrs.)

An examination of the patterns of cooperation and conflict among the Latin American States and between the latter, the United States, and the rest of the world. A special emphasis is put on the efforts at international organization and integration within the Western Hemisphere and with the rest of the world.

(*Will be only a one semester course*).

*Prof. Fontaine*

POLITICAL SCIENCE 161—AMERICAN FOREIGN POLICY (3 Sem. Hrs.)

An examination of major patterns of United States foreign policy, with emphasis on the twentieth century. Contemporary problems of foreign policy, e.g. Cuba, Berlin, and Vietnam, will be treated in the context of international affairs, with special reference to area factors, and the relation of the United States to international organization.

*Prof. Woetzel*

POLITICAL SCIENCE 162—COMPARATIVE FOREIGN POLICIES (3 Sem. Hrs.)

An examination of the foreign policies of major powers of the mid-twentieth century, including Britain, France, the USSR, and Communist China, on problems of relevance to the United States, e.g. European security, peace in the Far East, and the development of less industrialized countries. Special reference will be made to the policies of the developing nations as they affect the peace and security of the world.

*Prof. Kim*

POLITICAL SCIENCE 164 (264)—WAR AND REVOLUTION: VIETNAM  
(2 Sem. Hrs.)

This course seeks to analyze some of the most crucial dimensions of war and revolution in the present historical epoch, with special focus on Vietnam as a case study in "crisis politics." An effort will be made to consider our involvement in Vietnam as a multi-dimensional problem, with international Asian, Communist, and American perspectives. Present policy issues will be treated, and guest lecturers of various persuasions and with different kinds of expertise will be invited to address the class.

*Prof. Carlisle*

POLITICAL SCIENCE 166 (266)—INTERNATIONAL COMMUNIST  
MOVEMENT (3 Sem. Hrs.)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engles, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

*Prof. Tang*



## POLITICAL THEORY

## POLITICAL SCIENCE 175—FUNDAMENTALS OF CLASSICAL POLITICAL THEORY (3 Sem. Hrs.)

A study of the conception of human excellence and of the various virtues (especially justice) elaborated in Plato's *Republic* and Aristotle's *Ethics*.

Prof. Bruell

## POLITICAL SCIENCE 176 OR PL 172—FUNDAMENTALS OF MODERN POLITICAL THEORY (3 Sem. Hrs.)

A study of the revolutionary principles of modern political thought as first expressed in the writings of Machiavelli, Bacon, Descartes and Hobbes. Topics will include political realism, the scientific-technological mastery of nature, anti-religious enlightenment, and radical individualism.

Prof. Faulkner

## POLITICAL SCIENCE 177—FUNDAMENTALS OF CLASSICAL POLITICAL THEORY: THE TRAINING OF STATESMEN (3 Sem. Hrs.)

A study of Plato's *Laws* and Aristotle's *Politics* to show the more practical ramifications of philosophies based on human excellence.

*Offered in 1970-1971.*

Prof. Bruell

## POLITICAL SCIENCE 178 OR PL 173—SOCRATES IN ATHENS (3 Sem. Hrs.)

An examination of the moral and political dilemmas coeval with the Socratic discovery of political philosophy, using Aristophanes' attack on Socrates in his play *The Clouds* and Xenophon's defense of Socrates in his four Socratic writings.

Prof. Bruell

## POLITICAL SCIENCE 179 OR PL 174—NATURAL LAW (3 Sem. Hrs.)

This is a study of the ethical and political philosophies of natural law, with particular attention to the Stoics, St. Thomas Aquinas, and John Locke.

Prof. Devine

## POLITICAL SCIENCE 181—AMERICAN POLITICAL AND SOCIAL THOUGHT (3 Sem. Hrs.)

A study of the political and social views most influential in the American Republic at its inception, during its development, and now. Readings will be drawn from Tom Paine, Madison, John Marshall, Lincoln, Frederick Douglass, F. D. Roosevelt, Malcolm X, C. Wright Mills and Herbert Marcuse.

Prof. Faulkner

## POLITICAL SCIENCE 183—POLITICS AND EDUCATION (3 Sem. Hrs.)

An inquiry into the relation between the aims and demands of political society and the education of the young. The main readings will be drawn from Plato's *Republic*, John Locke's *Some Thoughts on Education*, Rousseau's *Emile*, and the best known political works of Locke and Rousseau.

*Prof. Faulkner*

## POLITICAL SCIENCE 184 or PL 175—THE PHILOSOPHICAL ORIGINS OF CONTEMPORARY POLITICAL IDEOLOGIES (3 Sem. Hrs.)

A study of the distinctive nature of "ideology" and ideological politics, and of the thinkers who founded, or contributed to, Liberalism (Locke), Conservatism (Burke), Communism (Marx and Lenin), and Nazism (Nietzsche?).

*Prof. Lowenthal*

POLITICAL SCIENCE 186 or PL 176—ETHICS AND POLITICS: NIETZSCHE  
HEGEL, KANT (3 Sem. Hrs.)

A study of German moral and political philosophy, stressing the problems of idealism and historicism, and showing how the quest for standards by these thinkers led ultimately to existentialism.

*Prof. Faulkner*

POLITICAL SCIENCE 188—NINETEENTH CENTURY BRITISH INFLUENCES  
ON PRESENT POLITICAL OPINION (3 Sem. Hrs.)

An examination of the nineteenth century British schools of Historicism, Utilitarianism and Liberalism through a study of the works of representative political thinkers. Attention will be paid to their influence on contemporary political opinion. Readings will be selected from among the works of Bagehot, Spencer, Maine, Carlyle, Bentham, Mill, Hazlitt and Macaulay.

*Prof. Devine*

## POLITICAL SCIENCE 189—EMPIRICAL POLITICAL THEORY (3 Sem. Hrs.)

An analysis of the aims, assumptions and methods of contemporary political science, and a study of some of its best theoretical accomplishments.

*Offered in 1970-1971.*

*Prof. Kim*

POLITICAL SCIENCE 191 (291)—SHAKESPEARE'S POLITICAL WISDOM  
(3 Sem. Hrs.)

A seminar on Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III*.

*Prof. Lowenthal*

## POLITICAL SCIENCE 192—ROUSSEAU

(3 Sem. Hrs.)

A detailed study of the major political works of Jean Jacques Rousseau identifying and contrasting of the elements of Classicism, Modern Liberalism, and Romanticism in his thought.

*Offered in 1970-1971.*

*Prof. Devine*

## POLITICAL SCIENCE 193 (293)—THE THOUGHT OF MAO TSE-TUNG

(3 Sem. Hrs.)

An analysis of Mao Tse-tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations and limitations as well as its application at home and influence abroad.

*Offered in 1970-1971.*

*Prof. Tang*

## INDIVIDUALIZED INSTRUCTION

## POLITICAL SCIENCE 195 or 196—INDIVIDUAL RESEARCH (3 Sem. Hrs.)

One semester of individual research under the supervision of a member of the department and culminating in a long paper or some equivalent. The permission of the teacher desired must be solicited.

*THE DEPARTMENT*

## POLITICAL SCIENCE 197-198—HONORS PROGRAM

(6 Sem. Hrs.)

A year of individual research, culminating in a thesis. For selected seniors. Time to be arranged jointly by each student and his advisor.

*THE DEPARTMENT*



## DEPARTMENT OF PSYCHOLOGY

*Professors:* JOSEPH R. CAUTELLA, MARK A. FRIED, MURRAY HORWITZ, JAMES F. MOYNIHAN, S.J., LESLIE PHILLIPS, WILLIAM RYAN, JOHN M. VONFELSINGER (*Chairman*).

*Visiting University Professor of Community Psychiatry:*  
ERICH LINDEMANN.

*Associate Professors:* DANIEL J. BAER\*, NORMAN H. BERKOWITZ, DAVID MOMENT.

*Assistant Professors:* STEPHEN FRIEDMAN, JANE MOOSBRUKER, BRIAN S. MORGAN, EDWARD REYNOLDS, GUNTHER M. WEIL.

*Lecturers:* C. KENNETH SIMPSON, LEDONIA WRIGHT.

\*Sabbatical Leave, Fall Term, 1969.

The Psychology Department attempts to:

1. Prepare well qualified majors for graduate education in any of the areas within the field;
2. Provide requisite psychological knowledge for students preparing for a profession in a related field.
3. Introduce any student who may so desire to the basic concepts and principles of psychology.

Majors in Psychology are required to complete 24 credits or 8 courses, to include an Introductory course, Psychological Statistics and a Methods course, taken in that order. The other 5 courses may be selected by the student, but it is suggested that he discuss career plans with a faculty member as a basis for that selection. For example, students interested in pursuing a career in Clinical Psychology will be directed to a different series of courses from students interested in Experimental Psychology, with a third series recommended for those interested in Social Psychology. In addition to these 24 credits in Psychology, majors are required to take one year of mathematics and one year of laboratory science, such as Biology, Chemistry, or Physics.

Courses 30-37 are open to any student without prerequisites. All advanced (100 and above) require the student to have taken at least one Level I course.

## PSYCHOLOGY 30—INTRODUCTION TO PROFESSIONAL PSYCHOLOGY

(3 Sem. Hrs.)

An introduction to the profession of psychology as viewed through the activities, and reflections of the members of the psychology department at Boston College. Faculty for this course will be drawn from the staff of the department who will introduce students to the realities of professional work over a range of on-going research and consulting roles. Substantiative theoretical and factual information will be introduced through the framework of professional roles and activities.

THE DEPARTMENT

## PSYCHOLOGY 31—PSYCHOLOGICAL BASIS OF MENTAL HEALTH

(3 Sem. Hrs.)

A basic exploration of "positive mental health" from both a theoretical and an applied point of view.

*Prof. Reynolds*

## PSYCHOLOGY 33—PSYCHOLOGY AS A SOCIAL SCIENCE (3 Sem. Hrs.)

An introduction to the field, covering motivational dynamics and the development of personality; perception, cognition, and learning; physiological psychology; and social psychology.

*Profs. Baer, Cautela, Friedman, Simpson*

## PSYCHOLOGY 35—PSYCHOLOGICAL BASIS OF SOCIAL ISSUES (3 Sem. Hrs.)

This course will attempt to supply basic psychological knowledge from all areas of the field, to the understanding of a selected social problem such as poverty, race relations, and group conflict.

*Prof. Weil*

PSYCHOLOGY 36—THE INDIVIDUAL AND COMMUNITY BASIS OF MENTAL  
HEALTH AND ILLNESS (3 Sem. Hrs.)

This course is addressed to an understanding of the complex interrelation of individual and community factors in determining the nature, characteristics, and distribution of patterns of health and illness. Contributions from the areas of clinical and social psychology will be emphasized.

*Not offered in 1969-1970.*

## PSYCHOLOGY 37—PSYCHOLOGY OF CHILD DEVELOPMENT (3 Sem. Hrs.)

General psychological issues as they relate to the developing organism: heredity and environment, effects of maternal deprivation and separation, personality formation and growth, the development of intelligence, and cross-cultural methods of child rearing will be considered.

*Not offered in 1969-1970.*

## PSYCHOLOGY 105—THEORIES OF LEARNING AND MOTIVATION

(3 Sem. Hrs.)

Various learning theories will be discussed in terms of motivational antecedents and behavioral consequences. Emphasis will be on human learning.

*Not offered in 1969-1970.*

## PSYCHOLOGY 106—SOCIAL LEARNING

(3 Sem. Hrs.)

The application of a learning model to individual behavior in group settings. The study of the formation and modification of attitudes. The analysis of intergroup tensions as faculty learning and the use of modeling procedures to reduce tensions. Various social issues will be examined in terms of environmental influences on behavior.

*Prof. Cautela*

**PSYCHOLOGY 111—EXPERIMENTAL PSYCHOLOGY I** (3 Sem. Hrs.)

An introduction to the principles and methods of experimental psychology, with laboratory investigation of selected topics from the areas of sensation and perception.

*Two lectures and two laboratory periods per week for one semester.*

*Prof. Cautela*

**PSYCHOLOGY 112—RESEARCH METHODS IN SOCIAL PSYCHOLOGY**

(3 Sem. Hrs.)

Basic issues in research design and analysis will be discussed. Attention will be devoted to survey research as well as laboratory and field experimentation. Some experience with key punching, card sorting, and computer analysis of data will be provided, employing data collected by students, if time permits.

*Prof. Berkowitz*

**PSYCHOLOGY 114—RESEARCH METHODS IN CLINICAL PSYCHOLOGY**

(3 Sem. Hrs.)

*Not offered in 1969-1970.*

**PSYCHOLOGY 118—PSYCHOPATHOLOGY**

(3 Sem. Hrs.)

Major problems in psychopathology with emphasis on current developments in diagnosis and treatment.

*Not offered in 1969-1970.*

**PSYCHOLOGY 119—PSYCHODYNAMICS OF PERSONALITY** (3 Sem. Hrs.)

A basic and intensive course on the contribution of theoretical, clinical and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

*Profs. Weil, vonFelsinger*

**PSYCHOLOGY 121—STATISTICS**

(3 Sem. Hrs.)

Elementary statistics including treatment of descriptive statistics, elementary principles of probability and sampling, introduction to statistical estimation and testing, simple correlation, and regression.

*Two lectures and a two-hour laboratory each week.*

*Profs. Morgan and Baer*

**PSYCHOLOGY 122—PRINCIPLES OF BEHAVIOR MODIFICATION**

(3 Sem. Hrs.)

The study of the application of learning theory for the study of the behavior disorders. A critical evaluation of various behavioral techniques and their comparison with more traditional methods.

*Prof. Cautela*

**PSYCHOLOGY 123—HISTORY AND SYSTEMS OF PSYCHOLOGY** (3 Sem. Hrs.)

A systematic approach to major theoretical orientations in psychology.

*Prof. Friedman*



**PSYCHOLOGY 127—ENVIRONMENTAL PSYCHOLOGY** (3 Sem. Hrs.)

Systematic attempts to relate aspects of physical form and environment with human behavior. Empirical and conceptual relationships will be examined in terms of both ongoing behavior and potential for psychological change.

*Prof. Friedman*

**PSYCHOLOGY 128—PHYSIOLOGICAL PSYCHOLOGY** (3 Sem. Hrs.)

A study of the physiological correlates of human behavior; the structures and functions of the organism, receptors, nervous system, and effectors; and the physiological basis of the emotions and the perceptual process.

*Prof. Baer*

**PSYCHOLOGY 130—SEMINAR IN THE PSYCHOLOGY OF CREATIVITY**

(3 Sem. Hrs.)

A survey of various theoretical approaches to understanding creative experience and the process of scientific, artistic, and technological innovation.

*Prof. Weil*

**PSYCHOLOGY 131—ABNORMAL PSYCHOLOGY** (3 Sem. Hrs.)

Beginning with divergent contemporary views of the meaning of "abnormal" in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

*Profs. Moynihan, S.J. and Reynolds*

**PSYCHOLOGY 132—PSYCHOLOGY OF BLACK POWER** (3 Sem. Hrs.)

This course will develop a psychological interpretation of the Black Liberation movement with particular emphasis on the importance of Humanist Psychology to an understanding of social revolution. Readings will include current Black Power Literature as well as material relating to the social psychology of social movements and mental health.

*Prof. Reynolds*

**PSYCHOLOGY 133—BLACK CULTURE** (3 Sem. Hrs.)

This course will explore from both a historical and a psychological point of view the culture of Black people in the United States.

*Prof. Reynolds*

**PSYCHOLOGY 136—SOCIAL PSYCHOLOGY** (3 Sem. Hrs.)

A study of the individual and his social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives and social perception will be emphasized.

*Profs. Friedman and Moosbrucker*

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PSYCHOLOGY 137—PSYCHOLOGY OF SOCIAL DEPRIVATION (3 Sem. Hrs.)

An analysis of the demographic and social changes and their psychological implications for underprivileged groups in urban societies.

*Prof. Fried*

PSYCHOLOGY 138—INDUSTRIAL PSYCHOLOGY (3 Sem. Hrs.)

The application of principles and methods of psychology to business and industry.

*Prof. Morgan*

PSYCHOLOGY 144—THE PSYCHOLOGY OF SEX, LOVE, AND MARRIAGE (3 Sem. Hrs.)

This course will examine in detail the motivational, personality, physiological, developmental and social factors involved in the behaviors associated with dating, sex, love and marriage.

*Prof. Simpson*

PSYCHOLOGY 149—SEMINAR IN THE PSYCHOLOGY OF MASS MEDIA (3 Sem. Hrs.)

Mass Media have become primary high speed time and space reducing transmitters and transformers of social ideologies and social change processes. This seminar will investigate the diffusion of ideological and other psychological influences through the study of the structure and diffusion of various media.

*Prof. Weil*

PSYCHOLOGY 153—SEMINAR IN SOCIAL CONFLICT (3 Sem. Hrs.)

This seminar will examine current crises in the American social scene. The forces at work in society today which lead to confrontation between blacks and whites, yippies and police, students and administration, etc., will be analyzed from social, psychological, and theoretical basis, as well as from other relevant disciplines. In addition to examination of the literature, demonstrations and experiential activities will be used as learning vehicles. Opportunities for on-sight field experience in urban areas of conflict will be provided.

*Not offered in 1969-1970.*

PSYCHOLOGY 154—SEMINAR IN PSYCHO-SOCIAL ISSUES (3 Sem. Hrs.)

This course will consider a variety of social problems within a psychological framework with special reference to ideological effects on etiological theories, program development and public policy. Problems to be considered include urban education, the negro family, the culture of poverty, crime and delinquency, civil disorder, and other areas to be chosen by the students.

*Prof. Ryan*

## PSYCHOLOGY 155—GROUP DYNAMICS

The basic format of the course will be a T-Group, that is a Human Relations Training Group. Readings in the theory of group dynamics and its application in industrial, educational, and community settings will parallel the development of the group.

*Profs. Moosbrucker and Berkowitz*

## PSYCHOLOGY 184—SEMINAR IN CULTURE AND PERSONALITY

*(3 Sem. Hrs.)*

An analysis of the complex interrelation of cultural and social environment on the development of personality and behavior, drawn from anthropological, sociological, and psychological research and theory.

*Not offered in 1969-1970.*

## PSYCHOLOGY 185—SEMINAR IN COMMUNITY MENTAL HEALTH

*(3 Sem. Hrs.)*

A consideration of issues of practice and policy in the broad field of community mental health; areas to be covered will include man power problems, inequities in the provision of services to different socio-economic groups, implications of epidemiological studies, the effect of the medical model on services, the effectiveness of the community mental health center and citizen participation in decision making.

*Not offered in 1969-1970.*

## PSYCHOLOGY 190—DIRECTED RESEARCH

*(3 Sem. Hrs.)*

By arrangement. Work may be supervised, original research or significant participation in the research of faculty members.

*THE DEPARTMENT*

## PSYCHOLOGY 191—FIELD

*(3 Sem. Hrs.)*

Supervised participation in the urban field projects of the department, most frequently as a member of a team including faculty, community leaders, and graduate students.

*THE DEPARTMENT*

## PSYCHOLOGY 375—MATHEMATICAL FOUNDATIONS FOR BEHAVIORAL SCIENCE

*(3 Sem. Hrs.)*

Basic topics in mathematics needed for theoretical and statistical work in the behavioral sciences. Included are treatments of elementary set theory, the nature of numbers, algebra of vectors and matrices, and aspects of sequence, limits, convergences, and the calculus.

*Primarily for graduate students, but open to advanced undergraduates with instructor's permission.*

*Prof. Nuttall*



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PSYCHOLOGY 376—METHODS OF DATA ANALYSIS IN BEHAVIORAL  
SCIENCE (3 Sem. Hrs.)

A seminar on the principles and techniques of data analysis. Emphasis will be given to survey research data, though data generated in experimental research will also be dealt with. Topics include the nature of operational definitions, concept formation, causal explanation, theories of measurement, techniques of attitude scaling, and multivariate statistical analysis. Experience will be gained in using computer programs.

*Prerequisite: One year of statistics or consent of instructor.*

*Knowledge of matrix algebra is useful.*

*Primarily for graduate students, but open to advanced undergraduates with instructor's permission.*

*Prof. Nuttall*

## DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

*Professors:* NORMAND R. CARTIER\*, REV. JOSEPH D. GAUTHIER, S.J., VITO GIUSTINIANI, VINCENT A. MCCROSSEN, ERNEST A. SICILIANO, MARIA SIMONELLI, GEORGES ZAYED.

*Associate Professors:* NORMAN ARAUJO (*Acting Chairman*), JOSEPH FIGURITO, GUILLERMO L. GUITARTE, VERA G. LEE, ROBERT L. SHEEHAN, REBECCA M. VALLETTE.

*Assistant Professors:* JACQUELINE ENOS, PAUL KARDOS, CHARLES A. LEMELAND, CASPAR J. MORSELLO, VIVIANE TACONET, BARCLAY TITTMANN, MILDRED E. VIEIRA.

*Instructors:* PHYLLIS ENGLISH, MONIQUE FOL, SYLVIA LIPP, HANS LORENTZEN, JAMES SACRE, SERVANDO TIJERINA.

*Lecturers:* JAMES F. FLAGG, CYNTHIA HOSAY, MONIQUE ULBRICH.

*Teaching Fellows:* IRENE BASQUE, GIOVANNI CATALANI, JOAN JACKSON, NICOLE MILLS, JAIME QUIROGA, RICHARD SANTERRE, RICHARD SIGNES.

*Graduate Assistants:* CATHERINE BERLINGHIERI, SANDRA L. CARDONO, CHRISTIANE GUERTIN, REESA GREENWALD, ELBA LOPEZ, CAMILLE VOPPI SANDERS.

\*Sabbatical Leave, 1969-1970.

## FRENCH 1-2—ELEMENTARY FRENCH (6 Sem. Hrs.)

An introduction to the study of French. This course begins the development of some of the fundamental skills; reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

*Course credit is granted upon completion of French 11-12.*

*Prof. Flagg and others*

## FRENCH 11-12—INTERMEDIATE FRENCH (6 Sem. Hrs.)

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice, and optional laboratory work.

*Prerequisite: French 2 or its equivalent.*

*Prof. Flagg and others*

## FRENCH 21-32—INTENSIVE INTRODUCTION TO FRENCH (8 Sem. Hrs.)

An intensive course for language majors who wish to take French as an additional foreign language. Fundamental elements of French will be assimilated rapidly. The course includes reading and discussion of selected texts. Qualified students who are not language majors and who possess a working knowledge of another foreign language may be admitted by permission of the instructor. 4th hr. by arrangement.

Note: *This course may NOT be used to fill the A&S language requirement.*  
Prof. Sacré

## FRENCH 61-62—CONVERSATIONAL FRENCH (6 Sem. Hrs.)

The purpose of this course is to develop the student's ability to express himself orally. Speech patterns and idiomatic expressions will be assimilated through classroom discussion of cultural subjects, current events and reading selections. Listening comprehension will be systematically developed through language laboratory work.

*Prerequisites: French 12, French 32, or the equivalent.*

Prof. Kardos and others

## FRENCH 71-72—CONTEMPORARY FRENCH MASTERPIECES (6 Sem. Hrs.)

Extensive reading of modern French prose and poetry will broaden the student's awareness of contemporary French civilization. In class discussion and written exercises the students will learn to analyze the aesthetic and cultural values of the texts they have read.

*Conducted in French.*

*Prerequisites: French 12, French 32, or the equivalent.*

Note: *This course may be taken before, after, or concurrently with French 61-62.*

Prof. Lee and others

## FRENCH 101-102—SURVEY OF FRENCH LITERATURE (6 Sem. Hrs.)

An introduction to the study of French literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation.

*Prerequisites: French 61 (with an honor grade), French 71, or the equivalent.*

*Conducted in French.*

Prof. Taconet and others

## FRENCH 103—PHONETICS (3 Sem. Hrs.)

This course is designed for the benefit of advanced students of French who still experience difficulty with problems of pronunciation and intonation. Group discussion and individual exercises will be supplemented with laboratory work. The course is particularly recommended for future teachers of French.

Prof. Valette



## FRENCH 104—ADVANCED CONVERSATION (3 Sem. Hrs.)

This course is designed to give advanced students and prospective teachers of French greater flexibility in the spoken language. Aural comprehension and fluency of expression will be developed through group discussion, taped interviews and literary recordings.

*Prof. Valette*

## FRENCH 111-112—FRENCH LITERATURE OF THE MIDDLE AGES (6 Sem. Hrs.)

The origin and growth of literary genres in France, from the tenth through the fifteenth century. Analysis of epic legends, novels of chivalry, Mediaeval drama, and lyric poetry from the songs of the troubadours to the *Testament* of François Villon.

*Not offered in 1969-1970. To be given in 1970-1971.*

*Conducted in French.*

*Prof. Cartier*

## FRENCH 121-122—THE RENAISSANCE IN FRANCE (6 Sem. Hrs.)

A study of the historical, philosophical, and literary movements which molded the French Renaissance. Selections from Marot, Rabelais, Marguerite de Navarre, the poets of the Pleiade, Agrippa d'Aubigné, Montaigne, and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century.

*Conducted in French.*

*Prof. Lemeland*

## FRENCH 131-132—SEVENTEENTH CENTURY LITERATURE (6 Sem. Hrs.)

A study of the classical literature of the age. Works of philosophers and moralists, such as Descartes, Pascal, La Rochefoucauld, La Bruyère, and plays of Corneille, Racine, and Molière will be given particular attention.

*Conducted in French.*

*Prof. Taconet*

## FRENCH 141-142—FRENCH LITERATURE OF THE EIGHTEENTH CENTURY (6 Sem. Hrs.)

The course will focus upon outstanding works which reflect the moral and aesthetic climate of eighteenth century France. Selections will be read from Montesquieu, Voltaire, Diderot, Beaumarchais, Prévost, Rousseau, and others.

*Conducted in French.*

*Prof. Lee*

## FRENCH 151-152—ROMANTICISM AND REALISM IN FRENCH LITERATURE (6 Sem. Hrs.)

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

*Conducted in French.*

*Prof. Araujo*

## FRENCH 155-156—THE SYMBOLIST MOVEMENT IN FRENCH

## LITERATURE

(6 Sem. Hrs.)

The origins of symbolism, its masters, and the characteristics of their poetry. Selected texts from Beaudelaire, Voltaire, Rimbaud, Mallarmé, Regnier, Laforgue, et al, will be analyzed.

*Conducted in French.*

*Prof. Zayed*

## FRENCH 161-162—FRENCH LITERATURE IN THE TWENTIETH

## CENTURY

(6 Sem. Hrs.)

An analysis of literary trends in France, from World War I to the present. Novels, plays, and essays of significant writers will be read as reflections of the human condition, and of the problems of man in our times.

*Conducted in French.*

*Prof. Gauthier, S.J.*

## FRENCH 175-176—CULTURAL BACKGROUND OF FRENCH LITERATURE

(6 Sem. Hrs.)

The cultural and artistic achievements of the French nation, from the Middle Ages to the present day, and their relation to the major trends and developments in French literature.

*Conducted in French.*

*Prof. Fol*

## FRENCH 181-182—ADVANCED COMPOSITION

(6 Sem. Hrs.)

The purpose of this course is to strengthen the student's mastery of French syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. This is a required course for French majors, open also to other qualified students who wish to perfect their active command of the language.

*Conducted in French.*

*Prof. Enos*

## ITALIAN

## ITALIAN 1-2—ELEMENTARY ITALIAN

(6 Sem. Hrs.)

An introduction to the study of Italian. This course begins the development of some of the fundamental skills; reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

*Course credit is granted upon completion of Italian 11-12.*

*Prof. Catalani*

## ITALIAN 11-12—INTERMEDIATE ITALIAN

(6 Sem. Hrs.)

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice, and optional laboratory work.

*Prerequisite: Italian 2 or its equivalent.*

*Prof. Catalani*

## ITALIAN 31-32—INTENSIVE INTRODUCTION TO ITALIAN (8 Sem. Hrs.)

An intensive course for language majors who wish to take Italian as an additional foreign language. Fundamental elements of Italian will be assimilated rapidly. The course includes reading and discussion of selected texts. Qualified students who are not language majors and who possess a working knowledge of another foreign language may be admitted by permission of the instructor. 4th hr. by arrangement.

Note: *This course may NOT be used to fill the A&S language requirement.*

Prof. English

## ITALIAN 61-62—CONVERSATIONAL ITALIAN (6 Sem. Hrs.)

The purpose of this course is to develop the student's ability to express himself orally. Speech patterns and idiomatic expressions will be assimilated through classroom discussion of cultural subjects, current events and reading selections. Listening comprehension will be systematically developed through language laboratory work.

*Prerequisites: Italian 12 Italian 32, or the equivalent.*

Prof. English

## ITALIAN 71-72—CONTEMPORARY ITALIAN MASTERPIECES (6 Sem. Hrs.)

Extensive readings of modern Italian prose and poetry will broaden the student's awareness of contemporary Italian civilization. In class discussion and written exercises the students will learn to analyze the aesthetic and cultural values of the texts they have read.

*Conducted in Italian.*

Prof. English

## ITALIAN 101-102—SURVEY OF ITALIAN LITERATURE (6 Sem. Hrs.)

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with superior linguistic preparation.

*Prerequisite: Italian 71, or the equivalent.*

*Conducted in Italian.*

Prof. Figurito

ITALIAN 113—DANTE: A STUDY OF HIS POETRY AT THE TIME OF THE  
Vita Nuova (3 Sem. Hrs.)

Formation of Dante's poetic language through the cultural experiences of his youth.

*Given every third year. Not offered in 1969-1970. Prof. Simonelli*

ITALIAN 116—DANTE: THE *Inferno* (3 Sem. Hrs.)

The first cantica of the *Divina Commedia* will be analyzed in the light of its political, religious, and literary significance.

*Given every third year. Not offered in 1969-1970.*

*Conducted in Italian.*

Prof. Figurito



- ITALIAN 117—DANTE: *Purgatorio* (3 Sem. Hrs.)  
 A continuation of the preceding course with stress on the second cantica.  
*Conducted in Italian.* Prof. Figurito
- ITALIAN 118—DANTE: *Paradiso* (3 Sem. Hrs.)  
 A continuation of the *Divina Commedia* with stress on the third cantica.  
*Given every third year. Not offered in 1969-1970.*  
*Conducted in Italian.* Prof. Figurito
- ITALIAN 119—THE WORKS OF PETRARCA (3 Sem. Hrs.)  
 A study of the important works of the poet laureate in the light of his character and his time. Analysis and discussion will be focused on the *Canzoniere* and *I Trionfi*.  
*Given in alternate years. Not offered in 1969-1970.*  
*Conducted in Italian.* Prof. Figurito
- ITALIAN 120—THE WORKS OF BOCCACCIO (3 Sem. Hrs.)  
 A study of Boccaccio, the man, reflected in his works. Particular attention will be given to the *Decamerone* as the universal opus embodying the known world of his time, which closes the Mediaeval Period.  
*Conducted in Italian.* Prof. Figurito
- ITALIAN 121-122—THE RENAISSANCE IN ITALY (6 Sem. Hrs.)  
 A study of the principles and spirit of Humanism, leading to an analysis of the Renaissance, through selected readings from the works of Ariosto, Tasso, Machiavelli, Cellini, and other representative authors.  
*Conducted in Italian.* Prof. Giustiniani
- ITALIAN 123—PETRARCHISM IN ITALY DURING THE SIXTEENTH CENTURY (3 Sem. Hrs.)  
 The theory of imitation and the poetic practice. From Bembo and Pier Francesco Pico to Bernardo Tasso.  
*Given every third year. Not offered 1969-1970.*  
*Conducted in Italian.* Prof. Simonelli
- ITALIAN 126—MACCHIAVELLI (3 Sem. Hrs.)  
 A close reading of the *Principe*. The philological aspect will be stressed.  
*Given every third year. Not offered 1969-1970.*  
*Conducted in Italian.* Prof. Simonelli

## PORTUGUESE

## PORTUGUESE 31-32—INTENSIVE INTRODUCTION TO PORTUGUESE

(8 Sem. Hrs.)

An intensive course for language majors who wish to take Portuguese as an additional foreign language. Fundamental elements of Portuguese will be assimilated rapidly. The course includes reading and discussion of selected texts. Qualified students who are not language majors and who possess a working knowledge of another foreign language may be admitted by permission of the instructor. 4th hr. by arrangement.

Note: *This course may NOT be used to fill the A&S language requirement.*  
Prof. Araujo

## PORTUGUESE 41-42—CONVERSATIONAL PORTUGUESE (8 Sem. Hrs.)

The course is designed to improve the student's linguistic abilities. Classroom discussion and oral reports are based on literary and non-literary readings.

*Conducted in Portuguese.*  
Prof. Vieira

## RUMANIAN

## RUMANIAN 31-32—INTENSIVE INTRODUCTION TO RUMANIAN

(6 Sem. Hrs.)

This is a course for beginners. It stresses developing simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

*To be announced*

## RUMANIAN 141-142—INTERMEDIATE RUMANIAN (6 Sem. Hrs.)

This course is designed to consolidate the first-year study of Rumanian through review of the basic elements of grammar and syntax, and to develop the student's language proficiency through close reading of selected texts, oral practice, and written composition.

*To be announced*

## SPANISH

## SPANISH 1-2—ELEMENTARY SPANISH

(6 Sem. Hrs.)

An introduction to the study of Spanish. This course begins the development of some of the fundamental skills: reading ability, aural comprehension; and controlled oral expression. Class instruction is supplemented by optional laboratory work.

*Course credit is granted upon completion of Spanish 11-12.*

*Prof. Lipp and others*

## SPANISH 11-12—INTERMEDIATE SPANISH

(6 Sem. Hrs.)

The prime object of this course is to consolidate pervious language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice, and optional laboratory work.

*Prerequisite: Spanish 2 or its equivalent.*

*Prof. Sheehan and others*

## SPANISH 31-32—INTENSIVE INTRODUCTION TO SPANISH (8 Sem. Hrs.)

An intensive course for language majors who wish to take Spanish as an additional foreign language. Fundamental elements of Spanish will be assimilated rapidly. The course includes reading and discussion of selected texts. Qualified students who are not language majors and who possess a working knowledge of another foreign language may be admitted by permission of the instructor. 4th hr. by arrangement.

*Note: This course may NOT be used to fill the A&S language requirement.*

*Prof. Tijerina*

## SPANISH 61-62—CONVERSATIONAL SPANISH

(6 Sem. Hrs.)

The purpose of this course is to develop the student's ability to express himself orally. Speech patterns and idiomatic expressions will be assimilated through classroom discussion of cultural subjects, current events and reading selections. Listening comprehension will be systematically developed through language laboratory work.

*Prerequisites: Spanish 12, Spanish 32, or the equivalent.*

*Prof. Lipp and others*

## SPANISH 71-72—CONTEMPORARY SPANISH MASTERPIECES (6 Sem. Hrs.)

Extensive reading of modern Spanish prose and poetry will broaden the student's awareness of contemporary Spanish civilization. In class discussion and written exercises the students will learn to analyze the aesthetic and cultural values of the texts they have read.

*Conducted in Spanish.*

*Prerequisites: Spanish 12, Spanish 32, or the equivalent.*

*Note: This course may be taken before, after, or concurrently with 61-62.*

## SPANISH 101-102—SURVEY OF SPANISH LITERATURE

(6 Sem. Hrs.)

An introduction to the study of Spanish literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movement. This is a required course for Spanish majors, open also to other qualified students with superior linguistic preparation.

*Prerequisite: Spanish 61 (with an honor grade), Spanish 71, or the equivalent.*

*Conducted in Spanish.*

*Prof. Tittmann*



## SPANISH 103—SPANISH PHONETICS (3 Sem. Hrs.)

This course is designed for the benefit of advanced students of Spanish who will experience difficulty with problems of pronunciation and intonation. Group discussion and individual exercises will be supplemented with laboratory work. The course is particularly recommended for future teachers of Spanish.

*Prof. Tijerina*

## SPANISH 104—ADVANCED CONVERSATION (3 Sem. Hrs.)

This course is designed to give advanced students and prospective teachers of Spanish greater facility in the spoken language. Aural comprehension and fluency of expression will be developed through group discussion, taped interviews and literary recordings.

*Prof. Tijerina*

## SPANISH 115-116—SPANISH LITERATURE OF THE MIDDLE AGES (6 Sem. Hrs.)

The origin and growth of literary genres in Spain, from the eleventh through the fifteenth century. Readings in the epic poetry, the works of Alfonso el Sabio, the *Conde Lucanor*, *El Libro de Buen Amor*, *Santillana*, Jorge Manrique, and the *Cancioneros* of the 15th century.

*Conducted in Spanish.*

*Prof. Morsello*

## SPANISH 131-132—LITERATURE OF THE GOLDEN AGES (6 Sem. Hrs.)

A study of the major authors and their works, with extensive required readings.

*Conducted in Spanish.*

*Prof. Siciliano*

## SPANISH 151-152—SPANISH LITERATURE OF THE NINETEENTH CENTURY (6 Sem. Hrs.)

Analysis of the principal literary movements in Spain during the nineteenth century. The Romantic lyrics and drama; costumbrismo and the realist novel; Galdos' *Episodios Nacionales*; the Naturalistic school.

*Conducted in Spanish.*

*Not offered 1969-1970. To be given in 1970-1971.*

## SPANISH 161-162—SPANISH LITERATURE OF THE TWENTIETH CENTURY (6 Sem. Hrs.)

A study of the generation of '98 and the *Modernista* movement, as well as the post-Civil War novel, theatre, and poetry. Representative writers will include Unamuno, Baroja, Azorín Machado, Benavente, Jiménez, Lorca, Casona, Cela, and others.

*Conducted in Spanish.*

*Prof. Sheehan*

## SPANISH 171-172—SPANISH AMERICAN LITERATURE (6 Sem. Hrs.)

Survey of the development of literary genres in Hispanic America. Foreign influences and *criollismo*. Various types of novel: the struggle of man against the jungle or the *pampa*, of Indian against the white man, of man against society. The Spanish American conscience as expressed by essayists and poets.

*Conducted in Spanish.*

*Prof. Guitarte*

## SPANISH 175-176—CULTURAL BACKGROUND OF SPANISH LITERATURE

(6 Sem. Hrs.)

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature.

*Conducted in Spanish.*

*Prof. Tittmann*

## SPANISH 181—ADVANCED COMPOSITION

(3 Sem. Hrs.)

The purpose of this course is to strengthen the student's mastery of Spanish syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. Not for graduate credit.

*Conducted in Spanish.*

*Prof. Tijerina*

## SPANISH 182—SPANISH STYLISTICS

(3 Sem. Hrs.)

This course is designed to give advanced students and prospective teachers of Spanish a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition.

*Prerequisite: Spanish 181 or the equivalent.*

*Conducted in Spanish.*

*Prof. Tijerina*

## COMPARATIVE AND INTERDEPARTMENTAL STUDIES

## MODERN LANGUAGES 128—CERVANTES AND DON QUIJOTE

(3 Sem. Hrs.)

A study of the man and his principal work.

*Conducted in English.*

Prof. Siciliano

## MODERN LANGUAGES 159—BRAZILIAN LITERATURE IN TRANSLATION

(3 Sem. Hrs.)

The course is designed to familiarize students with prominent Brazilian prose writers of the nineteenth and twentieth centuries. Various aspects of Brazilian society are discussed in conjunction with the readings. Among the authors to be read are Machado de Assis, Euclides da Cunha, Gilberto Freyre, Lins do Rego, Graciliano Ramos, Jorge Amado, and Erico Verissimo.

*Conducted in English.*

Prof. Vieira

## MODERN LANGUAGES 160—PORTUGUESE LITERATURE IN TRANSLATION

(3 Sem. Hrs.)

The course is designed to familiarize students with prominent Portuguese writers from the sixteenth century to the present. Various aspects of Portuguese society are discussed in conjunction with the readings. Among the authors to be read are Camões, Gil Vicente, Eça de Queiroz, Aquilino Ribeiro, and Alves Redol.

*Conducted in English*

Prof. Vieira

## MODERN LANGUAGES 166—THE LITERATURE OF EXISTENTIALISM

(3 Sem. Hrs.)

Studies in Existentialism as a philosophy, a way of life, and an artistic expression. The basic tenets of Existentialism will be analyzed in the work of Sartre, Malraux Camus, Kafka, Genet, Ionesco, Beckett, et al.

*Conducted in English.**Given in alternate years. Not offered in 1969-1970.*

Prof. Gauthier, S.J.

## MODERN LANGUAGES 172—CONTEMPORARY FRENCH THEATRE

(3 Sem. Hrs.)

French drama and stage production from Cocteau to the present time. Special attention will be given to the plays of Sartre, Camus and the contemporary "theatre of the absurd", including the works of Ionesco and Beckett.

*Conducted in English.*

Prof. Lee

## MODERN LANGUAGES 173-174—THE SPANISH AMERICAN NOVEL IN THE TWENTIETH CENTURY (6 Sem. Hrs.)

Intensive analysis and discussion of the leading Latin American writers. American and French influences as well as the impact of Freud, Marx, and Kafka will be treated. Readings will include Asturias, Azuela, Borges, Carpentier, Cortázar, Fuentes, García Márquez, Rulfo, Vargas Llosa, Yáñez, and others.

Prof. Morsello



## MODERN LANGUAGES 177-178—MODERN EUROPEAN LITERATURE

(6 Sem. Hrs.)

Historical backgrounds of European literature. A study of European thought and its impact on Western civilization. Consideration is given to such authors as Boccaccio, Dante, Tasso, Cervantes, Luther, Calvin, Rousseau, Voltaire, D'Alembert, Goethe, Schiller, Marx, Bakunin, Ibsen, Dostoevsky, Kafka, et al.

*Conducted in English.**Prof. McCrossen*

## MODERN LANGUAGES 179-180—MODERN EUROPEAN NOVEL

(6 Sem. Hrs.)

The course is designed to give the student a broad insight into the literary inter-relationships of the European novel from Romanticism onward. Typical authors considered are: Goethe, Hugo, Stendhal, Flaubert, Maupassant, Zola, Gogol, Werfel, Kafka, Koestler, Galdós.

*Conducted in English.**Given in alternate years. Not offered in 1969-1970. Prof. McCrossen*

## MODERN LANGUAGES 181-182—MODERN EUROPEAN DRAMA

(6 Sem. Hrs.)

The course is designed to give the student a broad insight in the literary inter-relationships of the European drama from Romanticism onward. Typical authors considered are: Goethe, Schiller, Hebbel, Grillparzer, Strindberg, Ibsen, Musset, de Vigny, Hugo, Augier, Dumas fils, Anouilh, Péguy, Claudel, Hauptmann, Werfel, Brecht, Chekhov, Mayakovsky.

*Conducted in English.**Prof. McCrossen*

## MODERN LANGUAGES 195—TEACHING OF MODERN LANGUAGES

(3 Sem. Hrs.)

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures.

*Conducted in English.**Prof. Valette*

## MODERN LANGUAGES 199-200—DEPARTMENTAL HONORS PROGRAM

(6 Sem. Hrs.)

Candidates for Honors in Romance Languages and Literatures participate in a Senior Seminar during the fall term, and write a thesis during the spring term. Credit is cumulative and granted upon completion of the entire program. It may be counted as the third period or genre course in partial fulfillment of the overall core requirements for honors, provided two other periods of the major literature have already been covered.

*The Department*

## DEPARTMENT OF SLAVIC AND EASTERN LANGUAGES

*Professor:* LAWRENCE G. JONES (*Chairman*).

*Assistant Professors:* MICHAEL CONNOLLY, PATRICK WREATH,  
LILY CHEN WANG.

*Lecturers:* JOHN GARRITY, ARSHALOUS SIMEONIAN, VERA  
TARANOVSKA.

## COURSES OF INSTRUCTIONS

## ARABIC

ARABIC 31-32—INTRODUCTION TO ARABIC (6 Sem. Hrs.)

An introduction to the study of literary Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and conversation. Class work will be supplemented by laboratory drill.

*Prof. to be announced*

ARABIC 141-142—INTERMEDIATE ARABIC (6 Sem. Hrs.)

The purpose of this course is to develop the student's vocabulary, through reading of modern texts, composition and conversation.

*Prerequisite:* *Introduction to Arabic, or its equivalent.*

*To be given in 1970-1971 (both semesters)*

*Prof. to be announced*

## CHINESE

CHINESE 31-32—INTRODUCTION TO CHINESE (6 Sem. Hrs.)

Introduction to modern Mandarin. Active command of the language will be stressed. Exercises in pronunciation, grammar, conversation, reading and writing will be supplemented by laboratory drill.

*Prof. Wang*

CHINESE 141-142—INTERMEDIATE CHINESE (6 Sem. Hrs.)

The purpose of this course is to develop the student's vocabulary through reading of modern texts, composition and conversation.

*Prerequisite:* *Introduction to Chinese, or its equivalent.*

*Prof. Wang*

CHINESE 161-162—ADVANCED CHINESE (6 Sem. Hrs.)

Further reading of modern texts. Composition and conversation will be stressed.

*Prerequisite:* *Intermediate Chinese, or its equivalent.*

*Prof. Wang*

CHINESE 183-184—CHINESE LITERATURE IN TRANSLATION (6 Sem. Hrs.)  
Study of selected works representative of the major genres of Chinese literature, from the *Classic of Songs* to contemporary short stories.

*Conducted in English.*

*Not offered in 1969-1970.*

*Prof. Wang*

CHINESE 185-186—TWENTIETH-CENTURY CHINA AS SEEN BY  
CHINESE AND WESTERN WRITERS (6 Sem. Hrs.)

An examination of social, political and cultural changes in twentieth-century China as reflected in the writings of contemporary Chinese and Western authors. Special emphasis is given to China's reaction to Western influences, forces leading to the Communist revolution, and changes introduced by the Communists in China. Among the authors studied are Lu Hsün, Mao Tan, Lao She, Chou Li-po, Malraux, Kabantzakis, Pearl Buck, and John Hersey.

*Conducted in English.*

*Prof. Wang*

## CZECH

CZECH 31-32—ELEMENTARY CZECH (6 Sem. Hrs.)

The Phonology and grammar of the Czech literary language.

*Prof. Jones*

CZECH 107-108—INTERMEDIATE CZECH (6 Sem. Hrs.)

*Prerequisite: Czech 31-32, or its equivalent.*

*Not given in 1969-1970.*

*Prof. Jones*

## RUSSIAN

RUSSIAN 001-002—ELEMENTARY RUSSIAN (8 Sem. Hrs.)

This is a course for beginners which stresses intensive training in Russian grammar, accompanied by suitable reading exercises and elementary composition.

*Profs. Garrity, Simeonian, Taranovska*

RUSSIAN 011-012—INTERMEDIATE RUSSIAN (6 Sem. Hrs.)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work is Russian prose of moderate difficulty.

*Profs. Garrity, Wreath*

RUSSIAN 061-062—INTENSIVE INTERMEDIATE RUSSIAN (12 Sem. Hrs.)

This course is designed, through intensive training in oral usage, to achieve an adequate mastery of the language: listening comprehension, oral proficiency, and composition. The basis of the work is the original prose of Russian writers of moderate difficulty.

*Prof. Simeonian*



RUSSIAN 155-156—READINGS IN RUSSIAN LITERATURE OF THE  
NINETEENTH AND TWENTIETH CENTURIES

(6 Sem. Hrs.)

This course is designed to give the student proficiency in reading in Russian through the use of literary texts from the nineteenth and twentieth centuries.

*Prerequisite: Intermediate Russian, or its equivalent.*

Prof. Garrity

RUSSIAN 157—19TH-CENTURY RUSSIAN LITERATURE (3 Sem. Hrs.)

Lectures, readings and discussion of the major literary works of the 19th-century Russia from Pushkin through Chekhov. Readings will be in English. This course cannot be counted as credit towards a major in Russian.

Prof. Wreath

RUSSIAN 158—20TH-CENTURY RUSSIAN LITERATURE (3 Sem. Hrs.)

Lectures, readings and discussions of the literature of the Soviet period in Russian literature. This course cannot be counted as credit toward a major in Russian.

Prof. Wreath

RUSSIAN 161—READINGS IN DOSTOEVSKY (3 Sem. Hrs.)

Readings in Russian from the prose of Dostoevsky.

*Prerequisite: Two years of college Russian, or its equivalent.*

*Not offered in 1969-1970.*

Prof. Wreath

RUSSIAN 162—READINGS IN CHEKHOV (3 Sem. Hrs.)

Readings in Russian from the prose of Chekhov.

*Prerequisite: Two years of college Russian, or its equivalent.*

*Not offered in 1969-1970.*

Prof. Wreath

RUSSIAN 163—READINGS IN PUSHKIN (3 Sem. Hrs.)

Readings in Russian from the poetry and prose of A. S. Pushkin.

*Prerequisite: Two years of college Russian, or its equivalent.*

Prof. Wreath

RUSSIAN 164—READINGS IN TOLSTOY (3 Sem. Hrs.)

Readings in Russian from the prose of L. N. Tolstoy.

*Prerequisite: Two years of college Russian, or its equivalent.*

Prof. Wreath

RUSSIAN 181-182—ADVANCED RUSSIAN GRAMMAR AND STYLISTICS

(6 Sem. Hrs.)

The application of Russian grammar to the understanding of Russian literature, as well as to oral style. Aspects of Russian grammar will be discussed using representative Russian literary texts. So far as possible, classes and assignments will be in Russian. Problem of teaching Russian grammar will also be discussed.

*Prerequisite: Two years of college Russian, or its equivalent.*

Prof. Jones

## RUSSIAN 195—SEMINAR IN 19TH-CENTURY RUSSIAN POETRY

(3 Sem. Hrs.)

Intensive study of the structure, thematic trends and personalities expressed in 19th-century Russian poetry.

*Prerequisite: Two years of college Russian, or its equivalent.*

*Prof. Jones*

## RUSSIAN 196—SEMINAR IN 20TH-CENTURY RUSSIAN POETRY

(3 Sem. Hrs.)

Intensive study of the developments in Russian poetry from the Symbolist period through current Soviet poetry, and, to a certain extent, emigré Russian poetry.

## SERBOCROATIAN

## SERBOCROATIAN 31-32—ELEMENTARY SERBOCROATIAN (6 Sem. Hrs.)

The phonology and grammar of the Serbocroatian literary language. Elementary readings.

*Not given in 1969-1970.*

*Prof. Taranovska*

## SERBOCROATIAN 141-142—INTERMEDIATE SERBOCROATIAN (6 Sem. Hrs.)

Readings in Serbocroatian folk and literary texts.

*Prerequisite: Serbocroatian 31-32, or its equivalent.*

*Prof. Taranovska*

## SLAVIC

## SLAVIC 191—OLD CHURCH SLAVONIC

(3 Sem. Hrs.)

The origin and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to the structure of the Russian language illustrated through readings in Old Church Slavonic texts.

*Prof. Connolly*

## SLAVIC 193—OLD RUSSIAN LITERATURE

(3 Sem. Hrs.)

Readings in the literature of Russia from the Kievan period through the beginning of the eighteenth century.

*Prerequisite: Slavonic 191, or its equivalent.*

*Not given in 1969-1970.*

*Prof. Jones*

## SLAVIC 196—STRUCTURE AND HISTORY OF THE RUSSIAN LANGUAGE

(3 Sem. Hrs.)

Specific topics oriented toward an analysis of the modern Russian literary language. Emphasis will also be placed on the structural comparison and contrast of English and Russian. A knowledge of elementary Russian grammar is required.

*Prof. Connolly*

## LINGUISTICS

## LINGUISTICS 103—GENERAL LINGUISTICS (3 Sem. Hrs.)

An introduction to the history and techniques of the scientific study of language in its structures and operations.

*Prof. Connolly*

## LINGUISTICS 105—SOCIETY, LANGUAGE AND COMMUNICATION (3 Sem. Hrs.)

Problems and studies in linguistic science with immediate bearing on neighboring disciplines, presented for students of sociology, psychology, philosophy, modern languages and speech; modern theories of syntax and meaning; the nature of language and linguistic structures; linguistic and cultural change.

*Prof. Connolly*

## LINGUISTICS 112—HISTORICAL LINGUISTICS (3 Sem. Hrs.)

This study of the phenomenon of language change; linguistic affinities and the methods for projecting earlier stages of language groups: comparative and internal reconstruction.

*Linguistics 103 or its equivalent is recommended.*

*Prof. Connolly*

## LINGUISTICS 192—SANSKRIT (3 Sem. Hrs.)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

*Prof. Connolly*



## DEPARTMENT OF SOCIOLOGY

*Visiting Professor:* EVERETT C. HUGHES.

*Professors:* SEVERYN T. BRUYN, JOHN D. DONOVAN, RITCHIE P. LOWRY (*Chairman*).

*Associate Professors:* J. OSCAR ALERS, SEYMOUR LEVENTMAN, KENNETH POLK, DAVID H. SMITH.

*Assistant Professors:* JOSEPH M. HOC, MICHAEL A. MALEC, FRANCIS D. POWELL, ROBERT G. WILLIAMS, JOHN B. WILLIAMSON.

*Instructor:* LYNDA L. HOLMSTROM.

*Lecturers:* BENEDICT S. ALPER, LOIS K. BROSCART, PAULA LEVENTMAN, JOHN F. MUNGOVAN, DOROTHY J. WALKER.

*Visiting Lecturer:* BENEDICT ALPER.

The undergraduate program in sociology is designed to offer students a basic understanding of the order and processes in human group life; to train them for graduate study and prepare them for careers in social action. Departmental offerings focus in particular upon the communal and institutional aspects of society. Introductory Sociology, Statistics, Methods of Social Research, and Sociological Theory, required of all majors, provide the student with basic professional knowledge and skills, while a survey of special aspects of the discipline is afforded by the electives.

SOCIOLOGY 101—INTRODUCTORY SOCIOLOGY (3 Sem. Hrs.)

A survey of the field of sociology. This course is a prerequisite for most other courses offered, with the exception of Sociology 123, 148 and 183.

THE DEPARTMENT

SOCIOLOGY 105—SOCIOLOGICAL ANALYSIS (3 Sem. Hrs.)

An advanced introductory course to be taken by all beginning majors instead of Sociology 101.

*Prof. Malec*

SOCIOLOGY 120—SOCIAL INSTITUTIONS (3 Sem. Hrs.)

The development and changes of various institutions characteristic of North American and similar societies. Their origins, the contingencies to which they are subject and their interrelations. Special attention will be given to changes in traditional institutions, to new types of institutions, and to emerging institutions.

*Prof. Hughes*

SOCIOLOGY 123—STATISTICS (3 Sem. Hrs.)

Description and inferential methods in sociological research, including probability distribution, sampling theory, tests of hypotheses, curve fitting, regression and special correlation, and Chi-square properties and tests.

*Profs. Hoc and Malec*

## SOCIOLOGY 128—GENERAL SOCIAL PSYCHOLOGY (3 Sem. Hrs.)

An introduction to the major theoretical schools: Gestalt, Reinforcement, Role, Psychoanalysis, and Field Theory. Within each of these framework, special emphasis will be placed on empirical findings regarding socialization, intrapersonal influence and processes in small groups.

*Prof. Malec*

## SOCIOLOGY 131—CRIMINOLOGY AND PENOLOGY (3 Sem. Hrs.)

An introduction to crime and the criminal in society. The nature of crime and the criminal act; the volume and social cost of crime; theories of crime 'causation'; the relationship, historically, between attitudes towards crime and criminals and other forms of social deviance. Visits are arranged to institutions.

*Prof. Alper*

## SOCIOLOGY 133—JUVENILE DELINQUENCY AND THE JUVENILE COURT (3 Sem. Hrs.)

History and procedures of the juvenile court and correctional process; the *Gault* decision and its implications for the juvenile court; the child guidance clinic; evaluation, prediction and prevention. Visits to courts and clinics.

*Prof. Alper*

## SOCIOLOGY 145—MINORITY GROUP RELATIONS IN THE UNITED STATES (3 Sem. Hrs.)

A systematic analysis of racial and cultural minority relations, with special reference to the situation in the United States.

*Prof. S. Leventman*

## SOCIOLOGY 146—MULTI-RACIAL AND MULTI-ETHNIC SOCIETIES (3 Sem. Hrs.)

Comparative study of multi-racial (cultural, ethnic, religious) societies in various parts of the world, but with emphasis on the United States. Their structures; problems and conflicts of personal identity; relations among people of various categories; ideologies; conflict, movements and change

*Prof. Hughes*

## SOCIOLOGY 147—RADICAL STUDIES OF AMERICAN SOCIETY (3 Sem. Hrs.)

This course will include a variety of radical analysis of American Society in areas of control of government and economy, racism, poverty, the condition of the working class, and foreign policy.

*THE DEPARTMENT*

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SOCIOLOGY 148—INTRODUCTION TO SOCIAL WORK (3 Sem. Hrs.)

The fields of social welfare and social work are surveyed through a study of the objectives and processes of case work, community organization, social work administration, social planning, and personnel. The effectiveness of the programs of modern social work in meeting social needs is evaluated.

*Prof. Mungovan*

SOCIOLOGY 150—SOCIOLOGY OF RELIGION (3 Sem. Hrs.)

An examination of the interrelationships of religious and social life, with emphasis on the social forms and conditions of religious life.

*Offered in conjunction with Theology 199.*

*Prof. Steeman, O.F.M.*

SOCIOLOGY 152—COLLECTIVE BEHAVIOR (3 Sem. Hrs.)

A study of elementary forms of collective action; including mob, crowd, and protest group behavior. An analysis of the origins and nature of social movements and revolutionary processes.

*Prof. Hoc*

SOCIOLOGY 153—SOCIOLOGY OF CONFLICT (3 Sem. Hrs.)

An analysis of the origins, nature, and consequences of conflict in human interaction. Special attention to war, revolution, and the use and misuse of the police and the military.

*Prof. Lowry*

SOCIOLOGY 154—SOCIOLOGY OF EDUCATION (3 Sem. Hrs.)

The institutional structure of American education and the social roles of administrators, teachers, and students.

*Prof. Donovan*

SOCIOLOGY 156—SOCIOLOGY OF THE FAMILY (3 Sem. Hrs.)

A systematic study of comparative family systems, theories of family organization, familial roles and functions, and family change and crisis.

*Prof. Williams*

SOCIOLOGY 166—METHODS OF SOCIAL RESEARCH (3 Sem. Hrs.)

Theory and method in social research; research designs and techniques; field exercises in selected research procedures.

*Prof. Hoc*

SOCIOLOGY 176—SOCIOLOGY OF MEDICINE (3 Sem. Hrs.)

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships; and the structure of hospitals and clinics.

*Prof. Holmstrom*



## SOCIOLOGY 177—SOCIAL STRATIFICATION (3 Sem. Hrs.)

The course will examine various theories of social stratification as well as empirical studies of class, status and power differences in American society.

*Mrs. Paula Leventman*

## SOCIOLOGY 179—HUMAN GROUPS (3 Sem. Hrs.)

Laboratory experience in group formation. Processes taking place within the group will be observed and discussed in relation to behavioral science literature on important theories of human group formation.

*Prof. Powell*

## SOCIOLOGY 183—PRE-COMTIAN THOUGHT (3 Sem. Hrs.)

A brief survey of social thought from antiquity to the 19th century.

*Prof. Williams*

## SOCIOLOGY 184—SOCIOLOGICAL THEORY (3 Sem. Hrs.)

The development of theory from the beginning of the 19th century to the present.

*Profs. Leventman and Bruyn*

## SOCIOLOGY 192—POPULATION (3 Sem. Hrs.)

Determinants and consequences of population size, growth rates, composition, distribution, fertility, mortality, and migration. Relations between population and economic, political, religious, and familial institutions in comparative and historical perspective.

*Prof. Alers*

## SOCIOLOGY 197—HONORS SEMINAR

Open only to specially qualified students with Department approval.

## SOCIOLOGY 209—DEVIANT BEHAVIOR THEORY (RETREATISM) (3 Sem. Hrs.)

Special attention to alcoholism, suicide, drug addiction, and the like.

(Second semester)

*Prof. Williams*

## SOCIOLOGY 210—DEVIANT BEHAVIOR THEORY: INNOVATION AND REBELLION (3 Sem. Hrs.)

The nature and consequences, functions and dysfunctions of innovation and rebellious deviant behavior.

(First semester)

*Prof. Williams*

SOCIOLOGY 223—MULTIVARIATE STATISTICAL ANALYSIS IN  
SOCIOLOGY (3 Sem. Hrs.)

Level of measurement, contingency table analysis including measures of association and significance, correlation including multiples and partial; multiple regression, multiple discriminant analysis, analysis of variance, analysis of covariance, factor analysis, and sampling. Both parametric and nonparametric tests will be considered. Exercises will involve computer analysis of multivariate data.

(First semester)

Prof. Williamson

SOCIOLOGY 232—ADVANCED CRIMINOLOGY (3 Sem. Hrs.)

Consideration of the social implications of individual and organized criminal behavior; the extent and nature of criminality as an index of the common weal; crime as a by-product and as an accepted element of contemporary society; white collar crime; war and crime; organized crime and the political machine.

(Second semester)

Prof. Alper

SOCIOLOGY 234—THE CORRECTION PROCESS: REHABILITATION  
AND TREATMENT (3 Sem. Hrs.)

A critical review of what follows commitment of a juvenile by the juvenile court; reform schools and reformatories; probation and parole; community centers and half-way houses; therapy; counselling and guided group interaction. Enrollment limited to graduate students in Sociology and to Law students.

(Second semester)

Prof. Alper

SOCIOLOGY 240—COMPARATIVE SOCIOLOGY: LATIN AMERICA  
(3 Sem. Hrs.)

The peoples and institutions of the Latin American countries, with special emphasis on contemporary processes of modernization.

(Second semester)

Prof. Alers

SOCIOLOGY 245—SEMINAR IN RACE AND ETHNIC RELATIONS  
(3 Sem. Hrs.)

The nature and role of ethnic and racial groupings in various social contexts.

(Second semester)

Profs. Hughes and S. Leventman

SOCIOLOGY 256—SOCIOLOGY OF THE FAMILY (3 Sem. Hrs.)

A seminar concerned with the relationship of the family to the broader society and the internal dynamics within the family. A cross-cultural approach will be emphasized.

(First semester)

Prof. Holmstrom

**SOCIOLOGY 260—SOCIOLOGY OF CAREERS** (3 Sem. Hrs.)

Study of careers, types of careers and career problems in our society with special attention to the career contingencies of professions in bureaucratic organizations and of members of various minorities.

(First semester)

Prof. Hughes

**SOCIOLOGY 264—ECONOMY AND SOCIETY** (3 Sem. Hrs.)

The course will consider the academic tradition of institutional economics in the United States with special emphasis directed toward the creative application of sociological categories to the analysis of economic systems.

(First semester)

Prof. Bruyn

**SOCIOLOGY 265—EXPERIMENTAL METHODS** (3 Sem. Hrs.)

A study of the experiment as a research method in sociology and social psychology. Emphasis will be placed on the nature of experimentation, source of error, and analysis of findings. Each student will conduct an actual experiment of his own design.

(First semester)

Prof. Malec

(Not Offered in 1969-1970).

**SOCIOLOGY 266—ADVANCED RESEARCH METHODS** (3 Sem. Hrs.)

A general review and discussion of sociological research methods, covering observational methods, use of recorded materials, and survey research procedures. Attention is given to data processing and statistical analyses of data as aided by the computer. Students are required to work with actual research data. Prerequisite: One undergraduate course in methods, in statistics and in theory. Advanced Statistics.

(Second semester)

Prof. Smith

**SOCIOLOGY 267—THE COMMUNITY** (3 Sem. Hrs.)

Sociological Studies of Community life examined from an historical and scientific viewpoint.

(Second semester)

Prof. Bruyn

**SOCIOLOGY 271—SOCIOLOGY OF THE PROFESSIONS** (3 Sem. Hrs.)

Analysis of the nature, role, and structure of selected professions.

(Second semester)

Prof. Donovan

**SOCIOLOGY 276—SEMINAR IN MEDICAL SOCIOLOGY** (3 Sem. Hrs.)

A seminar in current changes and issues in the medical professions, such as third-party medicine, the government's role in medicine, the changing role of the patient, medical ethics in the age of organ transplants, the physician and psychiatrist as agents of social control.

(Second semester)

Prof. Holmstrom

**SOCIOLOGY 278—BUREAUCRACY** (3 Sem. Hrs.)

The use and limitations of bureaucratic organization in contemporary large-scale organizations including the military, the university, the church, government, and so on.

(First semester)

Prof. Lowry



## SOCIOLOGY 279—SOCIAL PSYCHOLOGY OF THE PROFESSIONS

(3 Sem. Hrs.)

A social psychological analysis of the dynamics of professional-client relationships. Course will include field work opportunities for research in on-going studies of the health and allied professions.

*(Second semester)*

Prof. Powell

## SOCIOLOGY 284—ADVANCED THEORY

(3 Sem. Hrs.)

Required for all graduate students.

*To be arranged.*

## SOCIOLOGY 288—SOCIOLOGY OF THE PRIESTHOOD

(3 Sem. Hrs.)

A view of the priesthood as a social and occupational role within the organizational and socio-cultural structures of the contemporary church. It will survey and analyze the dynamics of priestly roles, functions and dilemmas.

*(First semester)*

Prof. Donovan

## SOCIOLOGY 289—WOMEN IN CONTEMPORARY SOCIETY

(3 Sem. Hrs.)

A critical analysis of theory and research related to the socialization, roles and social participation of women in contemporary society.

Prof. Broschart

## SOCIOLOGY 295—SOCIOLOGY OF DEVELOPMENT

(3 Sem. Hrs.)

The determinants and consequences of social, economic, and political development. Theories of social evolution, revolution, differentiation, communities, and societies.

Prof. Alers

## SOCIOLOGY 299—READING AND RESEARCH

(3 Sem. Hrs.)

*By arrangement.*

THE DEPARTMENT

## SOCIOLOGY 301—THESIS SEMINAR

(3 Sem. Hrs.)

*By arrangement.*

THE DEPARTMENT

## SOCIOLOGY 302A, B, C—TEACHING APPRENTICESHIP

(3 Sem. Hrs.)

*By arrangement.*

THE DEPARTMENT

## SOCIOLOGY 303A, B, C—RESEARCH APPRENTICESHIP

(3 Sem. Hrs.)

*By arrangement.*

THE DEPARTMENT

## SOCIOLOGY 304—FRENCH AND GERMAN SOCIOLOGY

(3 Sem. Hrs.)

Readings and research in classical and current sociology in French and/or German.

*By arrangement.*

Prof. Hughes

*Graduate courses are open to qualified undergraduates with the approval of the Department.*

## DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE

*Professor:* JOHN H. LAWTON (*Chairman*).

*Associate Professor:* J. PAUL MARCOUX.

*Assistant Professors:* REV. JOSEPH M. LARKIN, S.J., DANIEL VIAMONTE.

*Instructors:* CARROLL DAWES, GAIL ANN McGRATH, DORMAN PICKLESIMER, JOHN C. SATTLER.

*Lecturer:* ROBERT M. SHRUM.

## SPEECH COMMUNICATIONS

## SPEECH ARTS 151—PUBLIC SPEAKING (3 Sem. Hrs.)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu and manuscript methods. A considerable use is made of recordings, so that students may evaluate their own progress.

*Prof. Lawton*

## SPEECH ARTS 152—RHETORIC OF CONTEMPORARY DISSENT

(3 Sem. Hrs.)

An analysis of the rhetorical techniques of the Old and New Left, the Black revolution and the right-wing movements in recent American history.

*Profs. Lawton and Shrum*

## SPEECH ARTS 163—PERSUASIVE ARGUMENTATION (3 Sem. Hrs.)

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence and the preparation of logical argumentation. Audience analysis and adaptation of argument to specific audiences. Students may participate in a program of symposia and debates before community organizations in various New England cities.

*Prof. Lawton*

## SPEECH ARTS 164—THE DISCUSSION PROCESS: GROUP DYNAMICS

(3 Sem. Hrs.)

The course concentrates on the problem-solving process, using the group discussion method. Analysis of international, national and local problems. Participation and leadership in problem-solving discussion; training in committee and conference participation.

*Prof. Sattler*

## SPEECH ARTS 165—RADIO

(3 Sem. Hrs.)

Concentration on radio production, direction and performance. The impact of the medium on public opinion will be considered. Some use will be made of the equipment in the Audio-Visual Aids Department and of the facilities of WVBC radio.

*Prof. Viamonte*

## SPEECH ARTS 166—TELEVISION (3 Sem. Hrs.)

Concentration on television production and performance with laboratory work at the Catholic Television Center. The impact of the medium on public opinion will be considered. The first six weeks of this course will be taught on campus. Some use will be made of equipment in Audio Visual Aids Department.

*Prof. Viamonte*

## SPEECH ARTS 167—FREEDOM OF SPEECH (3 Sem. Hrs.)

The historical and philosophical background of the limitations of free expression with a survey of relevant cases.

*Prof. Shrum*

SPEECH ARTS 169—REASON IN CONTROVERSY: TECHNIQUES  
OF ARGUMENTATION (3 Sem. Hrs.)

The construction, presentation and criticism of arguments in contemporary public controversies.

*Prof. Shrum*

SPEECH ARTS 180—CONFLICT AND CONTROVERSY IN AMERICAN  
PUBLIC ADDRESS (3 Sem. Hrs.)

The role of public address in the resolution of major conflicts in American political and intellectual history.

*Prof. Picklesimer*

SPEECH ARTS 181—CONFLICT AND CONTROVERSY IN BRITISH  
PUBLIC ADDRESS (3 Sem. Hrs.)

The role of public address in the resolution of major conflicts in British political and intellectual history during the late eighteenth century and in the nineteenth and twentieth centuries.

*Not offered in 1969-1970.*

## SPEECH ARTS 182—COMMUNICATION THEORY (3 Sem. Hrs.)

A study of communication theories and models with emphasis on the application of historical principles to modern controversies.

*Prof. Picklesimer*

SPEECH ARTS 183—INFLUENCE AND ACTION: ELEMENTS  
OF PERSUASION (3 Sem. Hrs.)

How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking situations.

*Prof. Sattler*

SPEECH ARTS 199—RESEARCH AND READING IN SPEECH  
COMMUNICATION AND THEATRE

*STAFF*



## THEATRE

## SPEECH ARTS 153—ORAL INTERPRETATION OF LITERATURE

(3 Sem. Hrs.)

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication.

*Prof. Marcoux*

## SPEECH ARTS 154—ELEMENTS OF THEATRE PRODUCTION

(3 Sem. Hrs.)

Lecture-laboratory course which familiarizes students with set construction, lighting, costuming, makeup and other elements of stage production.

*Prof. Larkin, S.J.*

## SPEECH ARTS 155—INTRODUCTION TO THEATRE

(3 Sem. Hrs.)

Course emphasizes factors which influence form and content in dramatic literature. Attention is also given to director's, actor's and designer's role in modern theatre practice.

*Prof. Larkin, S.J.*

## SPEECH ARTS 156—PLAY DIRECTION

(3 Sem. Hrs.)

A course in the fundamentals of script analysis, blocking, interpretation and investigation of various schools and techniques of play direction. Some attention is given to lighting and staging of dramatic production.

*Prof. Larkin, S.J.*

## SPEECH ARTS 157—HISTORY OF THEATRE

(3 Sem. Hrs.)

This course follows the simultaneous development of actor, playwright, architect and director from the Dionysian theatre to the proscenium theatre of the Restoration.

*Prof. Dawes*

## SPEECH ARTS 158—HISTORY OF THEATRE

(3 Sem. Hrs.)

Course deals with the theatre from the eighteenth century to the present day. Growth of the American theatre and developing European forms are considered. Twentieth century trends and reevaluations of style receive attention.

*Prof. Dawes*

## SPEECH ARTS 159—CREATIVE DRAMATICS

(3 Sem. Hrs.)

The course introduces students to techniques of dramatic improvisation widely employed by recreational leaders and teachers. Course reviews materials and methods and provides students with experience in role playing and other types of improvisation.

*Prof. Dawes*

SPEECH ARTS 160—THE ART AND TECHNIQUE OF SCENE  
DESIGN (3 Sem. Hrs.)

This is a basic course which traces the history of scene design and its influence on theatrical production. The elements of scene design, line, color and lighting, and the techniques of set construction are demonstrated. Course will not be taught in 1969-1970.

*Prof. Larkin, S.J.*

SPEECH ARTS 161—THEORY AND PRACTICE OF ACTING (3 Sem. Hrs.)

This introductory course will be concerned with the fundamentals of acting. The techniques of observation, imagination, concentration and sensory recall will receive attention. Employment of voice and body in developing characterization will be studied.

*Prof. Marcoux*

SPEECH ARTS 168—ORAL INTERPRETATION LITERATURE II  
(3 Sem. Hrs.)

An advanced treatment of oral interpretation. This course will emphasize dramatic literature in various modes of performance. Readers Theatre, Chamber Theatre and other forms of groups interpretation will be explored. A public recital will climax classroom work in analysis and performance.

*Course will not be taught in 1969-1970.*

*Prof. Marcoux*

SPEECH ARTS 184—THEATRE AESTHETICS AND DRAMATIC  
CRITICISM (3 Sem. Hrs.)

Historical and contemporary theories of art as they apply to the theatre are considered. Criteria for judging relative values of current theatrical productions receive attention.

*Prof. Larkin, S.J.*

SPEECH ARTS 185—PLAYWRITING (3 Sem. Hrs.)

This is a laboratory course dealing with the basic elements of the playwrights' art. A fully developed short play will be required. Some of these will be given a public production. Permission of instructor required.

*Prof. Marcoux*

### SPEECH SCIENCE

SPEECH ARTS 170—VOICE SCIENCE (3 Sem. Hrs.)

Concerned with the mechanisms of speech, this course also requires students to become familiar with the International Phonetic Alphabet.

*Prof. McGrath*

## SPEECH ARTS 171—INTRODUCTION TO SPEECH THERAPY

(3 Sem. Hrs.)

Common speech handicaps with concentration on articulation and stuttering.

*Prerequisite: Speech Arts 170.*

*Prof. McGrath*

## SPEECH ARTS 172—AUDIOLOGY

(3 Sem. Hrs.)

The course concentrates on hearing defects and the mechanisms of hearing. Work with the audiometer and testing of hearing aides is also scheduled.

*Prerequisite: Speech Art 170.*

*Prof. McGrath*

## SPEECH ARTS 173—DIAGNOSTIC PROCEDURES

(3 Sem. Hrs.)

A study of evaluation, diagnosis and prognosis of speech problems. Prerequisite for admission to this course — previous course work in speech science.

*Prof. McGrath*

## SPEECH ARTS 174—SEMINAR IN SPECIAL PROBLEMS

(3 Sem. Hrs.)

Discussion of cleft palate, aphasia, laryngectomy, cerebral palsy, etc. Prerequisite for admission to this course — previous course work in speech science.

*Prof. McGrath*

## SPEECH ARTS 117—INTRODUCTION TO SPEECH THERAPY

(3 Sem. Hrs.)

For Special Education majors only.

*Prof. McGrath*



## DEPARTMENT OF THEOLOGY

*Professors:* WILLIAM J. LEONARD, S.J., FREDERICK L. MORIARTY, S.J., EDWARD L. MURPHY, S.J., JOSEPH E. SHEA, S.J., FRANCIS X. WEISER, S.J.

*Associate Professors:* JAMES L. MONKS, S.J., DAVID NEIMAN, DANIEL J. SAUNDERS, S.J., JOHN R. WILLIS, S.J.

*Assistant Professors:* JOHN J. BEGLEY, S.J.\*, JOSEPH A. BURGESS\*, WILLIAM J. BURKE, S.J., EDWARD R. CALLAHAN, S.J., DAVID F. CARROLL, S.J., JAMES J. CASEY, S.J., DAVID R. CUMMISKEY, S.J., PAUL A. CURTIN, S.J.\*, MARY DALY, JEREMIAH J. DONOVAN, S.J., ROBERT T. FERRICK, S.J., PAUL GILMARTIN, S.J., PAUL J. MURPHY, S.J., LEO P. O'KEEFE, S.J., THOMAS P. O'MALLEY, S.J. (*Acting Chairman*), CHARLES J. REARDON, S.J., PATRICK J. RYAN, S.J.\*, MARGARET A. SCHATKIN, LEO A. SHEA, S.J., FELIX F. TALBOT, S.J., THOMAS E. WANGLER.

*Lecturers:* JOSEPH A. DEVENNY, S.J., WILLIAM W. DOYLE, GEORGE R. FITZGERALD, C.S.P., LAWRENCE SULLIVAN, O.C.D., THEO M. STEEMAN, O.F.M.

*Visiting Lecturers:* JOHN J. CONNELLY, RICHARD P. MCBRIEN, JAMES A. O'DONOHUE, FRANS JOZEF VAN BEECK, S.J.

\*On Leave, 1969-1970.

THEOLOGY 6—GOD AS PROBLEM AND AS MYSTERY (3 Sem. Hrs.)

This course will deal with the various modes of human discourse regarding God, and their sources. It will try to bring together the findings—both positive and negative—of such disciplines as anthropology, psychology, philosophy and theology.

*Prof. Coutinho*

THEOLOGY 7—CONTEMPORARY MAN AND THE SEARCH FOR GOD (3 Sem. Hrs.)

The question of revelation and man's response to it. The Christian idea of man, the image of God. The image of God in man.

*Prof. O'Keefe, S.J.*

THEOLOGY 8—FAITH, REASON AND REVELATION (3 Sem. Hrs.)

This course would study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions would determine the direction and stress. Motivation, intelligibility and growth in a living act of faith would be studied. The personal aspect of faith as it looks at revelation would conclude the course.

*Prof. Carroll, S.J.*

## THEOLOGY 10—THE BIBLE: CHRIST IN PROMISE AND FULFILLMENT

(3 Sem. Hrs.)

This course is a study of divine revelation and of faith as man's response to it. The theological meaning of the Biblical message is examined in the light of the literary forms and life-circumstances characteristic of the times when the Bible was written. In particular, the Old Testament is presented as the history of God's plan of salvation, and the Gospels as the delineation of Christ as Prophet, Messiah-King, and Son of God.

*Prof. Ryan, S.J.*

## THEOLOGY 11—PROBLEMS OF CONTEMPORARY RELIGION (3 Sem. Hrs.)

This course will discuss revelation and some effects of different ways of conceiving it. Included will be the view of Aquinas and Tillich. An overview of the relationship of Scripture, Christ, liturgy and the Church in a revelational context is envisaged.

*Prof. Marrin*

## THEOLOGY 12—CONTEMPORARY THEOLOGICAL ISSUES (3 Sem. Hrs.)

A survey of the theological questions elicited by the Christian response to non-Christian religions, the atheist-communist dialogue, revolution and the third world, the problems of the urban crisis and the secular city.

*Prof. Gilmartin, S.J.*

## THEOLOGY 13—FAITH, REASON AND THE GOSPELS (3 Sem. Hrs.)

This course is an historical and thematic study of the four Gospels in their beginning and growth. After a reconstruction of their background and a consideration of their major emphasis, it concludes with an analysis of faith as modern man's response of question and commitment to the evangelical "good news."

*Prof. Casey, S.J.*

## THEOLOGY 14—INTRODUCTION TO SCRIPTURE (3 Sem. Hrs.)

A study of the Old Testament to illustrate its interpretation through literary forms and the progressive self-revelation of God to Israel. A study of the four gospels to evaluate them as historical sources, to illustrate synoptic relationships, to trace the influences of situations in the early Church on their content.

*Prof. Donovan, S.J.*

## THEOLOGY 15—INTRODUCTION TO THE OLD TESTAMENT (3 Sem. Hrs.)

An examination of literary, historical and theological developments in the Old Testament.

*Prof. Connor, S.J.*THEOLOGY 16—HUMAN CULTURE AND THE EMERGENCE OF  
THEOLOGY

(3 Sem. Hrs.)

Contemporary problems of belief and unbelief. Introduction to the study of the Old and New Testaments.

*Prof. Sullivan, O.C.D.*

**THEOLOGY 17—JUDAEO-CHRISTIAN ORIGINS** (3 Sem. Hrs.)

This course will treat the origins of the Judaeo-Christian religion by historically tracing the major events, literary accomplishments, and theologies of the Biblical authors. Comparative study of neighboring religions will also be done.

*Prof. Wangler*

**THEOLOGY 18—INTRODUCTION TO THE STUDY OF RELIGION** (3 Sem. Hrs.)

Religion as a matter of faith and of knowledge. Traditional and contemporary notions of faith. Philosophical, psychological, sociological and historical approaches to an understanding of religious phenomena.

*Prof. Doyle*

**THEOLOGY 19—CONTEMPORARY MAN AND BIBLICAL THEMES** (3 Sem. Hrs.)

This course serves as an introduction to the main themes and personalities in the Bible as well as relating these themes to the primary concerns for modern man. The problem of God, the meaning of prophecy, the direction of man, the application of Wisdom Literature.

*Prof. Ferrick, S.J.*

**THEOLOGY 21—A THEOLOGY OF MARRIAGE** (3 Sem. Hrs.)

This course is an investigation of marriage, as an institution and a sacrament, in the light of the Judaeo-Christian tradition. In the light of that tradition it will examine the problems, the successes and the failures most frequently encountered in the preparation for, and the living of, Christian marriage in contemporary America.

*Prof. Callahan, S.J.*

**THEOLOGY 22—LITURGY AND LIFE** (3 Sem. Hrs.)

The historical development of liturgical celebrations: Eucharist, Sacraments, Feasts. Relevancy and evaluation of contemporary liturgical forms. The liturgical spirit and action in the daily life of the faithful, the Year of the Lord in the Christian home, folklore customs inspired by the Liturgy, and Liturgy and the secular world.

*Prof. Weiser, S.J.*

**THEOLOGY 23—THE MYSTERY OF THE CHURCH** (3 Sem. Hrs.)

The Church's teaching about her own nature through the eyes of Vatican II: The Church as the Body of Christ, the People of God and the Sacrament of Christ. The Church in the modern world, with a study of basic ecumenical principles.

*Prof. Curtin, S.J.*

**THEOLOGY 25—THE EXPANSION OF THE CHURCH** (3 Sem. Hrs.)

The theology and history of Catholicity, the historical and present approach of the Church to non-Christian religions, the theology of adaptation to cultures.

*Prof. E. Murphy, S.J.*



THEOLOGY 26—THE CHURCH OF VATICAN II (3 Sem. Hrs.)

The study will involve an investigation into the mystery of the Church, its necessity for salvation, the structure given it by God Himself, its ecumenical concerns, and the important place assigned in it to the laity.

*Prof. Saunders, S.J.*

THEOLOGY 27—THE CHRISTIAN-CHRIST ENCOUNTER (3 Sem. Hrs.)

A study of the Christological, ecclesial, Biblical, liturgical and personal dimensions in the divine design for man's salvation. The event of salvation will be viewed as an interpersonal meeting of man with God, an encounter normally achieved by a union of life and worship with Christ, as He continues on earth the mystery of His priestly, saving activity through His Church and her liturgy of sacrament and sacrifice. The theology of the liturgy and the role of the sacraments in the encounter-event will be emphasized.

*Prof. L. Shea, S.J.*

THEOLOGY 28—A THEOLOGY OF MARRIAGE PERFECTION (3 Sem. Hrs.)

This course will study the nature of the institution of marriage as part of God's plan, and as an instrument of perfection. The tensions which surround it will be discussed and weighed: conjugal love and the transmission of life; hindrances to the Catholic ideal in modern urban living; equality of the spouses; family finances; choosing a partner permarital preparation; sex education and children; mixed marriages. Pastoral problems will be presented, and solutions offered.

*Prof. Reardon, S.J.*

THEOLOGY 29—THE CHRISTIAN: SACRAMENT OF CHRIST IN  
THE WORLD (3 Sem. Hrs.)

This course will present a study of the mission of the individual Christian, through his incorporation with Christ, to activate the work of the Church in today's world.

*Prof. Cummiskey, S.J.*

THEOLOGY 31—PERSONAL ENCOUNTER WITH GOD (3 Sem. Hrs.)

A study of the modern theological exposition of the personal intervention of God into man's life and the personal response of man. It considers salvation history in its present moment of the saving acts of Christ made present in the sacramental actions of the Sacrament of Christ, the Church.

*Prof. Monks, S.J.*

THEOLOGY 32—CHRISTIANITY AND HUMANISM (3 Sem. Hrs.)

The concepts of culture, society, humanism, civilization. Analysis of contemporary culture and cultural experience. The Biblical foundations of the Catholic theology of secular values. The development of Catholic theology of secular values.

*Prof. Sullivan O.C.D.*

**THEOLOGY 33—CHRISTOLOGY** (3 Sem. Hrs.)

This course will examine in detail the theology of Christ as it is presented in the books of the New Testament and in the on-going theology of early Church councils. Theological aberrations will be considered in terms of the light they cast on a true understanding of the Incarnation, as well as currently re-opened questions on the self-consciousness and the knowledge of Christ. Related questions on the theology of Redemption will also be treated.

*Prof. Ryan, S.J.*

**THEOLOGY 35—LIFE IN CHRIST: THE SACRAMENTS** (3 Sem. Hrs.)

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual man with God, and requires, normally union with Christ in the Church by means of the sacraments. This union, of life and worship, involves the theological questions of grace, the priesthood, and the liturgy, which will be emphasized in this course.

*Prof. Talbot, S.J.*

**THEOLOGY 36—CULTURES OF THE ANCIENT NEAR EAST** (3 Sem. Hrs.)

A study of the literature and thought of Mesopotamia and Egypt, with special emphasis upon mythological ways of thinking. The impact of the latter upon Israelite and Greek religion and philosophy.

*Prof. Doyle*

**THEOLOGY 37—THE CHURCH AND THE CONTEMPORARY WORLD**

(3 Sem. Hrs.)

The historical and conciliar background of Vatican II. The triple function of the People of God, authority in the People of God, the role of the layman. Some contemporary religious problems: Marriage and the family, Christian education, war and peace.

*Prof. O'Keefe, S.J.*

**THEOLOGY 38—CONTEMPORARY ECCLESIOLOGY** (3 Sem. Hrs.)

The self-understanding of the Church implies a certain conception of human history, whose sources are to be found in the message of the Hebrew prophets and the Christian Apostles. This course will deal with that conception and the meaning of faith, sacrament and ministry in the on-going human history.

*Prof. Coutinho*

**THEOLOGY 39—THE NATURE AND MISSION OF THE CATHOLIC CHURCH**

(3 Sem. Hrs.)

This will be a study of two basic texts: a) "The Constitution On the Church" ("Lumen Gentium") of Vatican II, and b) "The Church in Our Days"—American Bishops' Pastoral of 1968. It will consider Christ in His Mystical Body and the continuing priestly, prophetic and kingly extension of Himself and His saving mission in the messianic People of God, whom He establishes as the universal sacrament of salvation.

*Prof. P. Murphy, S.J.*

## THEOLOGY 122—THE REFORMATION (3 Sem. Hrs.)

This course will present the principle figures and issues of the Reformation, especially in Germany.

*Prof. Miller*

## THEOLOGY 123—THEOLOGICAL INNOVATORS IN CONTEMPORARY AMERICA (3 Sem. Hrs.)

This course will examine the theological synthesis offered by Reinhold Niebuhr, as an example of theological innovation in contemporary American Protestantism, and the work of John Courtney Murray, as an example of theological innovation in contemporary American Catholicism.

*Prof. Callaban, S.J.*

## THEOLOGY 124—SECULAR CHRISTIANITY (3 Sem. Hrs.)

An investigation of two central questions in contemporary Christian theology: the secular meaning of the Gospel and the secular meaning of the Church. Special attention is accorded to the writings of Bonhoeffer, Cox, Robinson, Rahner, Metz, Moltmann, and others, as well as the documents of Vatican II, and the pastoral letter of Cardinal Cushing.

*Prof. McBrien*

## THEOLOGY 125—THE RESPONSIVE IMAGINATION (3 Sem. Hrs.)

A study of the imaginative adaptation to cultural, social, and religious crisis by four 17th century poets. The primary emphasis will be on the way the poetry under consideration contacts, structures, and symbolically controls the major tensions of the era.

*Prof. R. Hughes*

## THEOLOGY 126—JOHN DONNE (3 Sem. Hrs.)

A close study of the developing themes, attitudes and literary techniques in the poetry and prose of John Donne. While the course will be structured along a biographical continuum, attention will be paid to the cultural background, to related development of other artists, and the central focus will be on the texture of Donne's poetry.

*Prof. R. Hughes*

## THEOLOGY 127—THE THEOLOGY OF HOPE (3 Sem. Hrs.)

A study of the question of transcendence and eschatology with special emphasis upon the question of human responsibility for the future. Particular reference will be made to such thinkers as Teilhard de Chardin, Tillich, Dewart, Garaudy, Bloch, Moltmann, Metz, and Pannenberg.

*Prof. Daly*

## THEOLOGY 137-138—GREEK CHRISTIAN HOMILIES (6 Sem. Hrs.)

Melito of Sardis, Pseudo-Hippolytus, Cyril of Jerusalem, Gregory of Nyssa: a study of their texts and their theologies.

*Prof. O'Malley, S.J.*



## THEOLOGY 139—BIBLICAL GREEK I. INTRODUCTORY GRAMMAR

(3 Sem Hrs.)

This course introduces the student to Greek and presupposes no prior knowledge of it.

*Prof. Thayer, S.J.*

## THEOLOGY 140—BIBLICAL GREEK II. NEW TESTAMENT READING

This course consists in reading parts of the New Testament and presupposes either Theology 139, or knowledge of Classical Greek.

*Prof. Thayer, S.J.*

## THEOLOGY 141-142—ELEMENTARY BIBLICAL HEBREW (6 Sem. Hrs.)

This course is an introduction to Biblical Hebrew. Its objectives will be the mastery of elementary Hebrew grammar and the ability to read passages of the Hebrew Old Testament.

*Prof. Donovan, S.J.*

## THEOLOGY 143—JEWISH HISTORY

(3 Sem. Hrs.)

A study of the history of Judaism and the Jewish People from the beginning of the Hellenistic Age to the rise of Christianity.

*Prof. Neiman*

## THEOLOGY 144—MAJOR PROPHETS OF THE OLD TESTAMENT

(3 Sem. Hrs.)

This course will present a study of the personality and teachings of the chief prophets of Israel and their relevance for Christianity.

*Prof. Connor, S.J.*

## THEOLOGY 145—GOD IN THE OLD TESTAMENT

(3 Sem. Hrs.)

The manifold qualities of Israel's vision and its uniqueness in the Ancient Near East. Relevance of this image for the contemporary problem of God.

*Prof. Moriarty, S.J.*

## THEOLOGY 148—CHRISTIANITY AND WAR

(3 Sem. Hrs.)

An historical sketch of Christian views of war including just war theory and pacifism. The sources of conflict on an interpersonal and intergroup level are to be explored as well as the Christian responses to them. Readings include sections from Ghandi, Bainton, Douglass, Pere Regamy, Andre Schwarz-Bart, the New Testament and others.

*Prof. Marrin*

## THEOLOGY 149—THE BOOK OF GENESIS

(3 Sem. Hrs.)

An examination of the Book of Genesis in the light of archaeological and literary discoveries in the Ancient Near East.

*Prof. Neiman*

## THEOLOGY 155—JEWISH THEOLOGY

(3 Sem. Hrs.)

A survey of the basic principles of religion and their development in the Jewish Faith. Selections from classical literature will be studied.

*Prof. Neiman*

## THEOLOGY 156—INTENTIONS OF THEOLOGY (3 Sem. Hrs.)

This course will study three areas: theology as a contemplative science which relates the revelation of the Divine Mystery to the evolving human consciousness; the prophetic mission of theology and the discernment of the new Humanism; theology and its interdisciplinary aspects: literature, the physical and behavioral sciences.

*Prof. Burke, S.J.*

## THEOLOGY 157—RELIGIOUS ATTITUDES IN MODERN AMERICAN SOCIETY (3 Sem. Hrs.)

A study of the theological thought of the religion of the American Way of Life through an investigation of concepts of civil religion, Puritanism, religious Darwinism and other early American theologies. A survey of the development of milieu Christianity and the consensus religion of democracy in the post-Christian era.

*Prof. Gilmartin, S.J.*

## THEOLOGY 163—COMMUNITIES (3 Sem. Hrs.)

This course will study the origin, growth, comparisons, contrasts and problems of three communities, Jewish, early Christian, and modern Christian, as found in the Old Testament and the New Testament and in the documents of Vatican II.

*Prof. Carroll, S.J.*

## THEOLOGY 167—SOCIAL TEACHINGS OF THE CHURCH (3 Sem. Hrs.)

This course will be a study of the major social document of Vatican II entitled "The Church Today" ("Gaudium et Spes"). It will also consider the subordinate Social Encyclicals of the Church from the time of Leo XIII to date. The course will pursue the Christian answers to the moral imperatives of modern society, such as industrial relations, political morality, and the morality of marriage and family life.

*Prof. P. Murphy, S.J.*

## THEOLOGY 168—EASTERN AND WESTERN CHRISTIANITY (3 Sem. Hrs.)

The problems of Christian unity from the viewpoints of Rome, Constantinople, and Moscow.

*Prof. Monks, S.J.*

## THEOLOGY 169—MYSTICAL THEOLOGY AND CHRISTIAN LIFE (3 Sem. Hrs.)

The ascetical preludes to the encounter with the Mystery of the Trinitarian God within and outside the Christian community; the meta-psychology of numinous experience; the experimental connotation of Revelation in relation to apostolic involvement; the thematic continuity and development of Christian spirituality from encounter, to involvement, to Covenant; modes of this encounter, sacramental, contemplative, conceptual and non-conceptual, interpersonal.

*Prof. Burke, S.J.*

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THEOLOGY 170—THE CHURCH IN THE MODERN WORLD (3 Sem. Hrs.)

This course will deal with Catholic liberal movements of the 19th century to the extent that these movements anticipated the declarations of Vatican II.

*Prof. Wangler*

## THEOLOGY 171—REVELATION, FAITH AND MODERN MAN (3 Sem. Hrs.)

The crisis in Christianity today is essentially the question of revelation and man's reaction to it. This course considers the question: if man's search for salvation is a search for his "authentic existence," can true self-understanding be found in the light of the "historical drama of salvation"?

*Prof. Casey, S.J.*

## THEOLOGY 175—THE BUSINESS COMMUNITY IN ETHICAL PERSPECTIVE (3 Sem. Hrs.)

An ethical inquiry into the purpose and function of the business community to the major political, educational and religious institutions of that society; and the nature of the responsibility which that community shares vis a vis the people of this country and the people of the world.

*Prof. O'Brien*

## THEOLOGY 177-178—CYPRIAN: LETTERS (3 Sem. Hrs.)

Reading of a good selection of the letters contained in the Bude section, *in Latin*, with attention to the "Latin of the Christians" which they exemplify, and to the problems of third century North African Christianity.

*Prof. O'Malley, S.J.*

## THEOLOGY 180—THE NATURE OF MAN (3 Sem. Hrs.)

Some structure of belief and unbelief; structures of Catholic behavior-belief.

*Prof. Talbot, S.J.*

## THEOLOGY 182—SEMINAR IN CHRISTOLOGY (3 Sem. Hrs.)

This seminar will deal with the problems of Christological dogma, with an historical and a contemporary perspective. Areas of special attention will be: the name of Jesus in the New Testament, the historical Jesus and the Christ of the Faith, and the uniqueness of Jesus Christ. In this context the use of language and the meaning of the theological language will be explored, with special attention to metaphor and myth.

*Prof. Van Beeck, S.J.*



## THEOLOGY 183—LITERATURE AND RELIGION IN THE 19TH CENTURY

(3 Sem. Hrs.)

A study of the religious controversies of the period, their literary expression, and the character they gave to the century's intellectual history. The course will be organized around several themes—social reform, the relationship of Church and community, religious conversion, belief, scientific scepticism and agnosticism—and will include readings in Coleridge, Newman, Marice, Kingsley, Mill, George Eliot, Darwin, Hopkins and others.

*Prof. Appleyard, S.J.*

## THEOLOGY 185—FAITH AND THE PROBLEM OF GOD

(3 Sem. Hrs.)

Questions in historical and systematic theology that relate to contemporary problems of belief and unbelief; Catholic theology in the debate about God and the future of belief.

*Prof. Connelly*

## THEOLOGY 186—THE THEOLOGY OF PAUL TILlich

(3 Sem. Hrs.)

A study of the question of revelation, faith and transcendence in the thought of Paul Tillich (a leading Protestant theologian). Special emphasis will be placed upon the emergence from adolescent to adult faith within the perspective of contemporary social change.

*Prof. Daly*

## THEOLOGY 187—BLACK RELIGION IN AMERICA

(3 Sem. Hrs.)

An historical inquiry into the phenomena of black religion in America: origins, nature, problems of interpretation, relationship of its ethos to theological traditions in American society.

*Prof. Lockhart*

## THEOLOGY 189—THE THEOLOGY OF PROGRESS

(3 Sem. Hrs.)

This course is concerned with the actual facts of human progress, technical, scientific, social, cultural and political;; the evaluation of progress and judgment on progress as illumined by revelation and the Magisterium.

*Prof. E. Murphy, S.J.*

## THEOLOGY 191—PERSONAL DECISION AND CHRISTIAN MORALITY

(3 Sem. Hrs.)

A study of the "new approach" to decision-making in matters of morality as set forth in contemporary Protestant and Roman Catholic theologies.

*Prof. O'Donohue*

## THEOLOGY 192—STRUCTURE IN COMPARATIVE RELIGION (3 Sem. Hrs.)

A study of the methodologies designed to interpret religious phenomena developed by Frazer, Tylor, van der Leeuw, Wach, Levi-Strauss, and Eliade. Special attention will be given to the use of structuralism and morphology as the foundation for the interpretation of a selected body of religious data.

*Prof. Rasmussen*

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THEOLOGY 194—SOCIOLOGY OF AMERICAN RELIGION (3 Sem. Hrs.)

An analysis of the American religious scene in its historical development and its present situation, its tensions and problems, in the light of the relevant sociological concept. Some special attention will be given to the problems of American Catholicism.

*Prof. Steeman, O.F.M.*

THEOLOGY 195—ATHEISM AND SECULARISM (3 Sem. Hrs.)

A sociological analysis of atheism and secularism in the light of the specific history of religion in Western culture and society, with special emphasis on the new aspects of the religious problematic.

*Prof. Steeman, O.F.M.*

THEOLOGY 196—AMERICAN CHRISTIANITY (3 Sem. Hrs.)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

*Prof. Willis, S.J.*

THEOLOGY 197-198—THE HISTORY OF RELIGIONS (6 Sem. Hrs.)

Contributions from the fields of history, sociology, and psychology; the religions of Greece and Rome, the ancient Hebrews, India and China, Islam, and American Protestantism.

*Prof. Devenny, S.J.*

THEOLOGY 199—THE SOCIOLOGY OF RELIGION (3 Sem. Hrs.)

This course will deal with the interrelationship of religious and social life, especially with the social forms and conditions of religious life.

*Prof. Steeman, O.F.M.*

## **Russian and East European Center**

PROFESSOR RAYMOND T. McNALLY, *Director*

The Russian and East European Center is open to students who wish to concentrate in a program of courses in Russian and East European history, economics, political science, sociology, languages, and philosophy. The program is supported by the U.S. Office of Education; it is designed to prepare students for work in the State Department, intelligence agencies, research, college teaching, and foreign trade. The program is not a substitute for departmental degree requirements. The Center will grant to students a certificate which will be in addition to a degree earned in history, economics, political science, sociology, languages and philosophy. For further details, consult Director. Course offerings are as follows:

### **HISTORY**

- Nationalism in East Europe
- East Europe to World War I
- East Europe Since World War I
- Russia to 1861
- History of Modern Russia: 1861-1917
- The Soviet Union, 1917 to Present
- The Balkans
- Russian Intellectual History
- Seminar on Current Problems in East Europe
- Seminar on Russian Intellectual History

### **POLITICAL SCIENCE**

- Soviet Political Institutions
- Soviet Foreign Policy
- Sino-Soviet Relations
- Soviet Union and the Developing Nations
- Regional Development in the Soviet Union
- Soviet Union and the Non-Communist China
- Foreign Policy of Communist China
- Domestic Policy of Communist China
- Government and Politics of China

### **SLAVIC LANGUAGES**

- Elementary Russian
- Intermediate Russian
- Intensive Intermediate Russian
- History of the Russian Language
- Survey of Russian Literature
- Structure of Modern Russian
- Old Russian Literature



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Readings in 18th Century Russian Poetry  
Readings in 18th and 19th Century Russian Drama  
Seminar in 19th Century Russian Poetry  
Seminar in 20th Century Russian Poetry  
Introduction to Rumanian  
Intermediate Rumanian  
Elementary Serbo-Croatian  
Intermediate Serbo-Croatian  
Elementary Polish  
Intermediate Polish  
Readings in Russian Literature of the 19th and 20th Centuries  
Readings in Dostoevsky  
Readings in Chekhov  
Readings in Pushkin  
Readings in Tolstoy  
Introduction to Linguistics  
Old Church Slavonic  
Russian Short Story

#### PHILOSOPHY

History of Russian Philosophy  
Introductory Sovietology  
Contemporary Soviet Philosophy  
Hegel to Marx  
Deviationism in Modern Marxism  
The Dialectic in Hegel, Marx and Soviet Philosophy  
Contemporary Marxism  
Concept of Alienation in Hegel and Marx  
Seminar—Hegel  
The Soviet Historiography of Philosophy

#### ECONOMICS

Economics of the Communist Bloc  
Comparative Economic Systems  
Soviet Economic System (undergraduate)  
Soviet Economics (graduate)

## SCHOLARSHIPS

The establishment of scholarships is an excellent way to provide promising young people with the opportunity to obtain a college education which they might otherwise be unable to afford. It is earnestly recommended that anyone who is interested in helping to prepare our youth to meet the challenges of our complex society should give serious consideration to this means of doing so.

Applicants for scholarship aid must present "B" grades in all courses and complete all College Board Tests required for admission no later than the January series. A special scholarship application will be sent upon receipt of the formal application for admission. The scholarship application must be received by Boston College by January 15. Applicants need not apply for any particular scholarships since the application provides information about eligibility for the various scholarships. For information about these and other forms of financial assistance, write to:

## DIRECTOR OF FINANCIAL AIDS

Gasson Hall, Room 217

Boston College

Chestnut Hill, Massachusetts 02167

All scholarships are accepted with the understanding that the amount to be applied to the holder of the scholarship will be only the income from the principal. It is required that the holder of a scholarship make up the deficit, if any, between the available Annual Income and the Regular Tuition Fee of \$1,600.00.

The Scholarship Funds contributed are recorded on the following pages.

THE BARTHOLOMEW J. AND HARRITE D. A'HEARN SCHOLARSHIP

THE ELIZABETH ANN AHERN SCHOLARSHIP

THE MARGARET V. AHERN SCHOLARSHIP

THE JAMES M. ANDERSON MEMORIAL SCHOLARSHIP

THE JOHN B. ATKINSON SCHOLARSHIP

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THE EDWARD I. BAKER SCHOLARSHIP

THE LILLIAN C. BALL SCHOLARSHIP

THE REVEREND GARRETT J. BARRY SCHOLARSHIP

THE REVEREND HENRY A. BARRY SCHOLARSHIP

THE TIMOTHY BARRY SCHOLARSHIP

THE JOHN D. BERRAN SCHOLARSHIP

THE BOSTON COLLEGE ALUMNAE ASSOCIATION SCHOLARSHIP

THE REVEREND THOMAS F. BRENNAN SCHOLARSHIP

THE REVEREND WILLIAM P. BRETT, S.J. SCHOLARSHIP

THE MATTHIAS AND JOSEPHINE BROCK SCHOLARSHIP

THE JAMES AND ELLEN JOSEPHINE BROPHY SCHOLARSHIP

- THE MSGR. EDWARD J. BURKE SCHOLARSHIP  
Restricted to a male graduate of St. Mary's of Annunciation High School, Cambridge, entering freshman year.
- THE EDWARD J. BUTLER SCHOLARSHIP
- THE REVEREND FRANCIS J. BUTLER SCHOLARSHIP
- THE MARY BURKE BUTLER SCHOLARSHIP
- THE MICHAEL CARNEY SCHOLARSHIP
- THE MAJOR WILLIAM J. CASEY SCHOLARSHIP
- THE REVEREND FATHER CHARLIER, S.J. SCHOLARSHIP
- THE CLASS OF 1916 SCHOLARSHIP
- THE ROSE FITZPATRICK SCHOLARSHIP
- THE MONSIGNOR MATTHEW J. FLAHERTY SCHOLARSHIP  
For a resident of St. Agnes' Parish, Arlington
- THE JAMES H. FLANNERY SCHOLARSHIP  
Restriction: Parishioners of St. Stephen's Framingham, Mass.
- THE REVEREND JOHN FLATLEY SCHOLARSHIP
- THE REVEREND MICHAEL F. FLATLEY SCHOLARSHIP  
To be awarded to a deserving student of the parochial school of the Church of the Immaculate Conception, Malden.
- THE REVEREND JOHN H. FLEMING SCHOLARSHIP  
Preferably to a student of St. Mary's Parish, Dedham, Mass.
- THE BRIDGET FLOOD SCHOLARSHIP
- THE J. BERNARD AND MARY B. FLYNN SCHOLARSHIP
- THE J. JOSEPH FLYNN AND MARY B. FLYNN SCHOLARSHIP
- THE JOHN D. AND ELLEN FOLEY SCHOLARSHIP
- THE REVEREND WALTER FRIARY SCHOLARSHIP
- THE JOHN MITCHELL GALVIN SCHOLARSHIP
- THE FATHER GASSON SCHOLARSHIP
- THE REVEREND THOMAS I. GASSON, S.J. SCHOLARSHIP
- THE ELLEN T. GAVIN SCHOLARSHIP
- THE GENERAL SCHOLARSHIP
- THE ELIZABETH J. AND DANIEL J. GILLEN SCHOLARSHIP  
One scholarship for a student of St. Patrick's Parish, Roxbury, Mass.  
One scholarship for a student of St. Thomas Aquinas' Parish, Jamaica Plain, Mass. Preference is to be given to those desiring to enter the priesthood.
- THE MARY AND THOMAS J. GILLESPIE SCHOLARSHIP
- THE PATRICK J. GLANCY SCHOLARSHIP FUND
- THE MATTHEW GLEASON SCHOLARSHIP  
Restricted to male graduates of St. Margaret's School, Beverly Farms, and members of St. Margaret's Parish.
- THE REVEREND MICHAEL M. GLEASON SCHOLARSHIP
- THE JOHN J. GRIFFIN SCHOLARSHIP  
To be awarded to a young man who will study for the priesthood.
- THE PETER PAUL GRIFFIN SCHOLARSHIP  
For the education of Salem students at Boston College.
- THE MARY GRIMES SCHOLARSHIP



- THE CURTIS GUILD, JR. SCHOLARSHIP  
 THE PATRICK HABERLIN SCHOLARSHIP  
 THE JOHN HALLAHAN SCHOLARSHIP  
 THE REVEREND WILLIAM H. HANNAS, S.J. SCHOLARSHIP FUND  
 THE REVEREND JOHN H. HARRIGAN SCHOLARSHIP  
 THE CATHERINE AND PATRICK HARTNETT SCHOLARSHIP  
     To prepare worthy young men for the Holy Priesthood.  
 THE RIGHT REVEREND RICHARD J. HAWKO FUND  
 THE ELEANOR HEALY MEMORIAL SCHOLARSHIP  
     To be awarded to a student who will study for the priesthood.  
 THE REVEREND JEREMIAH HEALEY SCHOLARSHIP  
 THE REVEREND JOHN F. HEFFERNAN SCHOLARSHIP  
 THE CORNELIUS AND MARY HERLIHY SCHOLARSHIP  
 THE JOHN W. HODGE SCHOLARSHIP  
 THE DR. JOHN A. HORGAN SCHOLARSHIP  
 THE MATTHEW HORGAN SCHOLARSHIP  
 THE JOHN W. HORNE SCHOLARSHIP  
 THE BROTHER THOMAS HOWARTH, S.J. SCHOLARSHIP  
 THE JOHN HURLEY SCHOLARSHIP  
 THE TIMOTHY A. HURLEY SCHOLARSHIP  
 THE ANNIE HUSSEY SCHOLARSHIP  
 THE MARY G. KEEFE SCHOLARSHIP  
 THE REVEREND GEORGE A. KEELAN, S.J. SCHOLARSHIP  
 THE MARY CATHERINE KEITH SCHOLARSHIP  
 THE SARAH KELLEHER SCHOLARSHIP  
 THE OLIVER G. KELLEY SCHOLARSHIP  
 THE MICHAEL J. KELLEY SCHOLARSHIP  
 THE CATHERINE KILROY SCHOLARSHIP  
 THE KNIGHTS OF COLUMBUS—MASS. STATE COUNCIL SCHOLARSHIP  
 THE MARY KRAMER SCHOLARSHIP  
 THE MSGR. WALTER J. LEACH SCHOLARSHIP FUND  
 THE JOSEPH F. LEAHY B.C. SCHOLARSHIP  
 THE REVEREND THOMAS B. LOWNY SCHOLARSHIP  
 THE LOYOLA SCHOLARSHIP  
 THE LOYOLA GUILD SCHOLARSHIPS  
     Reverend John Bapst, S.J.  
     Reverend E. V. Boursaud, S.J.  
     Reverend Alphonse Charlier, S.J.  
     Reverend Edward I. Devitt, S.J.  
     Brother Timothy Fealey, S.J.  
     Reverend Robert Fulton, S.J.  
     Reverend Thomas I. Gasson, S.J.  
     Reverend John McElroy, S.J.  
 THE REVEREND DANIEL J. LYNCH, S.J. SCHOLARSHIP  
 THE EUGENE LYNCH SCHOLARSHIP  
 THE DANIEL J. LYNE SCHOLARSHIP  
 THE MARY A. MAGENIS SCHOLARSHIP

## THE REVEREND TIMOTHY MAHONEY TRUST

Three scholarships of \$150.00 each for boys with the family name of Mahoney. Other scholarships for deserving students appointed by the President.

## THE MARY MALONEY SCHOLARSHIP

## THE SISTER MARY MARITERESE SCHOLARSHIP

## THE MARY AND FRANCIS SCHOLARSHIP

To be awarded to a student who will study for the Priesthood.

## THE EDWARD F. AND CHARLES P. McALEER SCHOLARSHIP

## THE FRANK McCANN SCHOLARSHIP

## THE HANNAH MCCARTHY SCHOLARSHIP

## THE JAMES P. MCCARTHY, JR. SCHOLARSHIP

## THE REVEREND JOHN W. MCCARTHY SCHOLARSHIP

For a student from the Sacred Heart Parish, Fall River, Mass.

## THE PATRICK F. MCCARTHY SCHOLARSHIP

## THE REVEREND THOMAS R. MCCOY SCHOLARSHIP

For a graduate of St. Ann's School, Somerville, or St. Catherine's School, Charlestown, who intends to study for the priesthood.

## THE HANNAH McDONOUGH SCHOLARSHIP

## THE REVEREND JAMES J. McELENNEY SCHOLARSHIP

## THE REVEREND JOHN J. McELROY, S.J. SCHOLARSHIP

## THE REVEREND THOMAS P. MCGINN SCHOLARSHIP

To be appointed by the Pastor of St. John's Church, Peabody, in conference with the Leo Guild.

## THE HENRY P. MCGLINCHY, S.J. SCHOLARSHIP

For a graduate of St. Mary's School, Lynn, Massachusetts.

## THE REVEREND JOHN F. MCGLINCHY AND MICHAEL AND

## MARY E. MCGLINCHY SCHOLARSHIP

## THE CATHERINE McGRATH SCHOLARSHIP

## THE REVEREND ALBERT MCGUINN, S.J. SCHOLARSHIP

## THE REVEREND PATRICK J. McHUGH, S.J. SCHOLARSHIP

## THE CATHERINE AND SARAH McHUGO SCHOLARSHIP

## THE PAUL J. McINERNEY SCHOLARSHIP

## THE ANNA B. McKENNA SCHOLARSHIP

## THE REVEREND JOHN W. McMAHON, D.D. AND ROSE A.

## McMAHON SCHOLARSHIP

## THE CATHERINE DONOVAN McMANUS SCHOLARSHIP

## THE RIGHT REVEREND MICHAEL T. McMANUS SCHOLARSHIP

To be appointed by Pastor and Sister Superior of St. Mary's Parochial School, Brookline.

## THE JOHN MEEHAN SCHOLARSHIP

## THE REVEREND JAMES F. MELLYN, S.J. SCHOLARSHIP

For a worthy student desirous of becoming a priest of the Society of Jesus.

## THE REVEREND JOSEPH F. MOHAN SCHOLARSHIP

## THE JOHN A. MORGAN MEMORIAL SCHOLARSHIP

## THE ROSE A. MURLEY SCHOLARSHIP

THE SOPHIA MUNDY SCHOLARSHIP

THE WILLIAM MURPHY SCHOLARSHIP

THE WILLIAM BENNETT MURPHY SCHOLARSHIP

THE THOMAS W. MURRAY MEMORIAL SCHOLARSHIP

THE MARY O'CONNELL AND THOMAS O'CONNELL MURRAY  
SCHOLARSHIP

THE ARTHUR LEO MYERS MEMORIAL SCHOLARSHIP

THE REVEREND FATHER NOPPER, S.J. SCHOLARSHIP  
Appointed by Pastor of the Holy Trinity Parish, Boston

THE ELIZABETH T. O'BRIEN SCHOLARSHIP

THE ELIZABETH O'CONNELL SCHOLARSHIP  
Founded by Mrs. Elizabeth O'Connell. Appointment to this  
scholarship to be made by the O'Connell family.

THE FREDERICK P. O'CONNELL SCHOLARSHIP  
Founded by Mrs. Elizabeth O'Connell. Appointment to this  
scholarship to be made by the O'Connell family.

THE O'CONNELL SCHOLARSHIP

THE JOHN AND MARY ELLEN O'CONNOR SCHOLARSHIP

THE REVEREND MAURICE J. O'CONNOR, D.D. SCHOLARSHIP

THE REVEREND MAURICE J. O'CONNOR FOUNDATION SCHOLARSHIP

THE HENRY O'DONNELL SCHOLARSHIP

THE MARY J. O'DONNELL SCHOLARSHIP

THE MICHAEL O'DONNELL SCHOLARSHIP

THE JOHN O'HARE SCHOLARSHIP

THE CHARLES J. O'MALLEY FAMILY RESEARCH SCHOLARSHIP

THE DR. WILLIAM J. O'REILLY SCHOLARSHIP

THE REVEREND WILLIAM ORR SCHOLARSHIP

THE REVEREND DENNIS T. O'SULLIVAN, S.J. SCHOLARSHIP

THE HUMPHREY J. O'SULLIVAN SCHOLARSHIP

THE REVEREND LAURENCE F. O'TOOLE SCHOLARSHIP

THE GRACE PARKMAN SCHOLARSHIP

THE MONSIGNOR GEORGE J. PATTERSON SCHOLARSHIP

THE JAMES J. PHELAN SCHOLARSHIP

THE PHILOMATHEIA SCHOLARSHIP

THE INTERMEDIATE PHILOMATHEIA SCHOLARSHIP

THE JUNIOR PHILOMATHEIA SCHOLARSHIP

THE DAVID H. AND MARY H. POSNER SCHOLARSHIP  
One-quarter annual income of Posner Foundation.

THE MARY E. POWER SCHOLARSHIP  
Appointed by the Pastor of St. Mary's Church, Charlestown,  
Massachusetts.

THE MARY E. POWER SCHOLARSHIP  
Appointed by the Pastor of St. Theresa's Church, Revere,  
Massachusetts.

THE MAURICE J. AND MARY E. POWERS SCHOLARSHIP

THE REVEREND JAMES PRENDERGAST SCHOLARSHIP

THE REVEREND JEREMIAH M. PRENDERGAST, S.J. SCHOLARSHIP

THE JANE F. RILEY SCHOLARSHIP



THE THOMAS RILEY SCHOLARSHIP

THE REVEREND DANIEL C. RIORDAN SCHOLARSHIP

THE VINCENT P. ROBERTS SCHOLARSHIP

THE ROCKWELL SCHOLARSHIP

THE ROSE RONDEAU SCHOLARSHIP

THE VERA RYAN SCHOLARSHIP

THE ST. CATHERINE'S GUILD SCHOLARSHIP

THE BERNARD SCALLEY SCHOLARSHIP

THE REVEREND WILLIAM J. SCANLON, S.J. SCHOLARSHIP

THE MARY ANN SCOTT SCHOLARSHIP

To be awarded to a student who wishes to study for the priesthood,  
preferably to one who desires to enter a Religious Order.

THE DENNIS J. SEXTON SCHOLARSHIP

THE REVEREND JOHN J. SHAW SCHOLARSHIP

THE KATHERINE SHERLOCK SCHOLARSHIP

THE JOSEPH F. SINNOTT SCHOLARSHIP

THE REVEREND JAMES F. STANTON SCHOLARSHIP

THE REVEREND DENNIS J. SULLIVAN SCHOLARSHIP

THE ELLIE MULLEN SULLIVAN SCHOLARSHIP

THE JOHN SULLIVAN SCHOLARSHIP

THE MICHAEL H. SULLIVAN SCHOLARSHIP

THE ELIZABETH C. SUPPLE SCHOLARSHIP

THE REVEREND JAMES N. SUPPLE SCHOLARSHIP

To be awarded to a worthy student from the Parish of St. Francis  
de Sales, Charlestown, who desires to study for the priesthood.

THE REVEREND MICHAEL J. SUPPLE SCHOLARSHIP

To be awarded to a deserving student from the Parish of St. Francis  
de Sales, Charlestown.

THE S. ALICE SYLVIA SCHOLARSHIP

THE DR. AND MRS. E. TESONE SCHOLARSHIP

To be awarded to residents of Everett, Massachusetts who are stu-  
dents in pre-medical or pre-dental program or students in the School  
of Nursing.

THE RIGHT REVEREND MONSIGNOR JOSEPH V. TRACY SCHOLARSHIP

To be awarded to the two most successful young men graduating  
from St. Columbkille Parish High School.

THE CECILIA TULLY SCHOLARSHIP

THE MARGARET TULLY SCHOLARSHIP

THE LEMUEL P. VAUGHAN SCHOLARSHIP

THE CATHERINE R. H. WALLACE SCHOLARSHIP

THE ANNA H. WARD SCHOLARSHIP

THE CHARLES S. WARD SCHOLARSHIP

To be awarded to residents of the city of Marlborough, Massachusetts

THE MARY L. WOODS SCHOLARSHIP

THE PATRICK J. WOODS SCHOLARSHIP

To be awarded to a study from Peabody.

THE REVEREND TIMOTHY J. WOODS SCHOLARSHIP



BOSTON COLLEGE

SCHOOL OF  
PHILOSOPHY

AT

WESTON COLLEGE



## ADMINISTRATIVE OFFICERS

REV. ROBERT P. WHITE, S.J., *Rector*REV. OLIVA A. BLANCHETTE, S.J., *Acting Dean*

## HISTORY AND ORGANIZATION

The Boston College School of Philosophy at Weston College is located on the former Walker Estate in the town of Weston, Massachusetts. In one of its roles the School of Philosophy is part of the ecclesiastical institution known as Weston College, which was opened on January 2, 1922. Weston College, as an ecclesiastical institution, exists in order to train members of the Society of Jesus for the Priesthood. As such, it has two divisions: a faculty of Philosophy and a faculty of Theology. It has its own Rector, Prefect of Studies, and Deans for each faculty. Elevated on October 18, 1932 to the status of a pontifical faculty, Weston College is empowered by the Holy See to grant ecclesiastical degrees for competence in Divinity, including the Licentiate in Philosophy.

However, under the name "Boston College School of Philosophy at Weston College" the division of Philosophy has been formally constituted one of the Schools of the University. Thus those students who successfully complete all requirements are granted the civil degree of Bachelor of Arts or Bachelor of Science. Initially all courses were taught at Weston by the resident faculty with the aid of visiting professors; gradually more and more use was made of courses taught in other Schools of the University; until, in the fall of 1965, all courses were moved to the Heights. There the students are able to take advantage of the rich variety of courses offered by the other Schools.

In the past, the Bachelor's program presupposed two years of junior college at the School of Liberal Arts in Lenox, Massachusetts. With the closing of that school, the School of Philosophy now offers the full Bachelor program.

## ADMISSION

Admission to the Boston College School of Philosophy for members of the Society of Jesus are processed through the Dean of the School. Other students seeking admission, or admission to its courses, are processed by the University Dean of Admissions, with the approval of the Dean of the School of Philosophy. The eligibility of applicants will be decided in the light of previous scholastic records, as well as of required aptitude and achievement tests.

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ACADEMIC REGULATIONS

## GRADING SCALE

The grading system consists of twelve categories, as follows: A, A—, B+, B—, C+, C, C—, D+, D, D—, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

## DEGREE WITH HONORS

The degree of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades: *summa cum laude*, with Highest Honors; *magna cum laude*, with High Honors; and *cum laude*, with Honors. Grades earned in any of the Schools of the University are acceptable as a basis for awarding a degree with Honors. At least two full academic years must be spent in the School of Philosophy to establish eligibility for a degree with Honors.

## THE HONORS PROGRAM

A few superior students are selected annually and invited to join the Honors Program conducted by the College of Arts and Sciences.

## THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups: First Honors, Second Honors, and Third Honors.

## PASS/FAIL COURSES

At the discretion of the Dean, students may be allowed to take a one-semester course in Junior or Senior year on a pass/fail basis. This would be outside the Major and outside the core requirements.

## REQUIREMENTS FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C— as the minimum standard scholarship, and be free from course deficiencies. Failure to maintain this requirement will result in the student's being placed on warning or on probation.

## COURSE DEFICIENCY

Failure to achieve a passing grade in a course for a semester results in a deficiency, which can be made up only by repetition of the course during the Summer School sessions at Boston College or at another accredited college. Credit for any such course will be granted, provided the approval of the Dean has previously been obtained.

## COLLEGE REGULATIONS

### CLASS ATTENDANCE

Class attendance during the first semester of Sophomore year is obligatory. Credit for a course will be denied a student who has absented himself from classes totalling more than twice the number of credits allotted the course. For the second semester of Sophomore year and all of Junior and Senior years, classes are optional, with the following qualifications:

- a. In the tract courses taught in philosophy the professor will have the right not to teach a class if there is not a quorum present—that is, one-half of the class.
- b. On the recommendation of the professor, the Dean can obligate any individual student to attend class regularly.

### ABSENCE FROM A SEMESTER EXAMINATION

The only excusing cause of absence from a semester examination is a seriously incapacitating illness. In any such case the student must notify the Office of the Dean prior to the time of the original examination. This notification should be done through the Infirmarian.

### LIBRARY HOURS

The Bapst Library is open on weekdays during the school year from 8:30 a.m. to 11:00 p.m., and on Saturdays from 9:00 a.m. to 5:00 p.m. For reading and reference purposes only, the hours are Holy Days and holidays, from 9:00 a.m. to 5:00 p.m.; Sundays, 1:00 to 10:00 p.m. The Library at Weston College is open daily from 7:00 a.m. to 11:00 p.m.



## DEGREE REQUIREMENTS AND FIELDS OF CONCENTRATION

In furthering the liberal education which the Society of Jesus seeks to provide for her members, the School of Philosophy gives special emphasis to courses in Philosophy. It is also expected that Jesuit students have a thorough training in the Classics, as well as advanced work in English, History, and Modern Languages. During the three years spent in the School of Philosophy, the field of concentration for all is Philosophy, and courses are provided in systematic Philosophy, in the History of Philosophy, and in current philosophic problems. As part of his program each student is expected to select, in keeping with his interests and talents, some one field of specialization, and to elect courses with a view to preparing himself for graduate work in that field. In these electives he follows the ordering of courses and the regulations of the various departments of the University as described in the annual catalogues.

### COURSE REQUIREMENTS

The courses taken by students in the School of Philosophy are of senior college and graduate calibre, depending upon the previous preparation and development of the student.

The course requirements consist of forty one-semester courses. The basic core required of all students is:

Philosophy	10 courses
Theology	4 courses
Latin	4 courses
English	4 courses
Natural Science	2 courses
Social Science	2 courses
Modern Languages	2 courses
History	2 courses

The remaining courses are filled out either in some area of specialization or by free electives chosen under the direction of the Dean.

*Philosophy.* The philosophy curriculum will include the following courses:

- 1) Introduction to Philosophy
- 2) History of Modern Philosophy
- 3) Philosophy of Man
- 4) Philosophy of Being
- 5) Social Ethics
- 6) Three elective courses in Philosophy

*Latin.* The student's knowledge of Latin is expected to be such as will be "sufficient for them to understand and use with ease the sources of the sacred sciences and the documents of the Church." (XXXI Gen. Congr., S.J.).

Students with little Latin background will normally concentrate on Christian Latin literature. Others better prepared in Latin will be expected to use the required courses to advance in classical Latin.

Sometime during the course there will be a qualifying Latin examination, administered to determine the level of competence in Latin. Those failing a re-take of this examination will be required to take additional Latin courses.

### SPECIAL STUDENTS

College graduates who have completed the Novitiate training are known as "Special Students." Their courses of studies are planned under the direction of the Dean of the School of Philosophy. The courses which they are to take will be determined in keeping with the academic background of each one. It is expected that they will either have completed the core listed above or that they will complete it under the direction of the School of Philosophy.

### COURSES

Courses offered by the School of Philosophy are open to other Seminarians on campus and to students registered in other schools within the university complex.

Those philosophy courses which are ranked as graduate courses are carefully integrated with the Department of Philosophy of the Graduate School of Arts and Sciences.

The following list of courses indicates those which are currently being followed by students enrolled in the School of Philosophy. Those which are followed by a "W" are offered by the faculty of the School of Philosophy; all others are given in other Schools of the University, and the description of these courses is to be found in the annual catalogues of those Schools.

### BIOLOGY

BIOLOGY 13-14—INTRODUCTORY BIOLOGY	(8 Sem. Hrs.)
BIOLOGY 100—COMPARATIVE VERTEBRATE EMBRYOLOGY	(4 Sem. Hrs.)
BIOLOGY 103—GENETICS	(4 Sem. Hrs.)
BIOLOGY 106—DEVELOP. BIOLOGY	(4 Sem. Hrs.)
BIOLOGY 111—CYTOLOGY	(4 Sem. Hrs.)
BIOLOGY 121—BACTERIOLOGY	(4 Sem. Hrs.)
BIOLOGY 157—GENERAL ENDOCRINOLOGY	(4 Sem. Hrs.)
BIOLOGY 164—MOLECULAR BIOPHYSICS	(4 Sem. Hrs.)

## CHEMISTRY

CHEMISTRY 5-6—GENERAL CHEMISTRY	(8 Sem. Hrs.)
CHEMISTRY 11-12—PRINCIPLES OF CHEMISTRY	(8 Sem. Hrs.)
CHEMISTRY 31-32—ORGANIC CHEMISTRY	(8 Sem. Hrs.)
CHEMISTRY 61—QUALITATIVE ORGANIC ANALYSIS	(4 Sem. Hrs.)
CHEMISTRY 64—ANALYTICAL CHEMISTRY	(5 Sem. Hrs.)
CHEMISTRY 81-82—PHYSICAL CHEMISTRY	(8 Sem. Hrs.)

## CLASSICS

GREEK 1-2—ELEMENTARY GREEK	(6 Sem. Hrs.)
GREEK 11-12—INTERMEDIATE GREEK	(6 Sem. Hrs.)
LATIN 11-12—INTERMEDIATE LATIN	(6 Sem. Hrs.)
CLASSICS 101-102—GREEK LITERATURE IN TRANSLATION	(6 Sem. Hrs.)
CLASSICS 178W—LATIN STRUCTURAL READING	(3 Sem. Hrs.)
CLASSICS 178-180W—CHRISTIAN LATIN WRITINGS	(6 Sem. Hrs.)

This course will study the Latin of ecclesiastical documents and of some of the Latin Fathers.

CLASSICS 184—SENECA LETTERS	(3 Sem. Hrs.)
CLASSICS 186-187—AUGUSTINE SERMONS	(6 Sem. Hrs.)

## ECONOMICS

ECONOMICS 31-33—PRINCIPLES OF ECONOMICS: MACRO AND MICRO	(6 Sem. Hrs.)
ECONOMICS 101—MICROECONOMICS	(3 Sem. Hrs.)
ECONOMICS 102—MACROECONOMICS	(3 Sem. Hrs.)
ECONOMICS 105-106—HONORS MICRO AND MACRO	(6 Sem. Hrs.)
ECONOMICS 120—STATISTICAL INFERENCE	(3 Sem. Hrs.)
ECONOMICS 123—MATHEMATICS FOR ECONOMISTS II	(3 Sem. Hrs.)

## EDUCATION

EDUCATION 32—PSYCHOLOGY OF LEARNING	(3 Sem. Hrs.)
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## ENGLISH

ENGLISH 1-2—RHETORIC AND INTRODUCTION TO LITERARY FORMS	(6 Sem. Hrs.)
ENGLISH 101-102—INTRODUCTION TO ENGLISH STUDIES	(6 Sem. Hrs.)
ENGLISH 122—CONTEMPORARIES OF CHAUCER	(3 Sem. Hrs.)
ENGLISH 124—CHAUCER	(3 Sem. Hrs.)
ENGLISH 132—SHAKESPEARE'S TRAGEDIES	(3 Sem. Hrs.)
ENGLISH 136—SHAKESPEARE SURVEY II	(3 Sem. Hrs.)
ENGLISH 141—MILTON	(3 Sem. Hrs.)
ENGLISH 143—JONSON AND THE CAVALIER POETS	(3 Sem. Hrs.)
ENGLISH 144—METAPHYSICAL POETS	(3 Sem. Hrs.)



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ENGLISH 145—JOHN DRYDEN	(3 Sem. Hrs.)
ENGLISH 146—METAPHYSICAL PROSE	(3 Sem. Hrs.)
ENGLISH 156—ENGLISH FICTION II	(3 Sem. Hrs.)
ENGLISH 161—VICTORIAN LITERATURE I	(3 Sem. Hrs.)
ENGLISH 165—LITERATURE REL 19TH CENTURY	(3 Sem. Hrs.)
ENGLISH 168—ROMANTIC MOVEMENT	(3 Sem. Hrs.)
ENGLISH 171—20TH CENTURY BRITISH FICTION	(3 Sem. Hrs.)
ENGLISH 172—CONTEMPORARY BRITISH FICTION	(3 Sem. Hrs.)
ENGLISH 173—MODERN DRAMA	(3 Sem. Hrs.)
ENGLISH 174—YEATS, POUND, ELIOT	(3 Sem. Hrs.)
ENGLISH 176—MODERN LITERATURE	(3 Sem. Hrs.)
ENGLISH 179-180—MODERN POETRY I AND II	(6 Sem. Hrs.)
ENGLISH 192—SURVEY OF THE NOVEL II	(3 Sem. Hrs.)
ENGLISH 294—THEOLOGY AND LITERATURE	(3 Sem. Hrs.)
ENGLISH 311—SPENSER AND BLAKE	(3 Sem. Hrs.)

## FINE ARTS

FINE ARTS 31—ART WORKSHOP I

## HISTORY

HISTORY 1-2—EUROPEAN CIVILIZATION SINCE THE RENAISSANCE	(6 Sem. Hrs.)
HISTORY 101-102—INTELLECTUAL AND SOCIAL HISTORY OF CHINA	(6 Sem. Hrs.)
HISTORY 110—FALL OF THE ROMAN EMPIRE	(3 Sem. Hrs.)
HISTORY 120—HELLENISTIC CIVILIZATION	(3 Sem. Hrs.)
HISTORY 163-164—AMERICAN INTELLECTUAL HISTORY	(6 Sem. Hrs.)
HISTORY 169—AGE OF JACKSON	(3 Sem. Hrs.)
HISTORY 173-174—THE NEGRO IN AMERICAN HISTORY	(6 Sem. Hrs.)
HISTORY 196—AMERICAN CHRISTIANITY	(3 Sem. Hrs.)

## MATHEMATICS

MATHEMATICS 1-2—ANALYTICAL GEOMETRY AND CALCULUS I AND II	(6 Sem. Hrs.)
MATHEMATICS 5-6—CALCULUS I AND II	(6 Sem. Hrs.)
MATHEMATICS 7-8—CALCULUS I AND II	(6 Sem. Hrs.)
MATHEMATICS 9-10—STRUCTURES OF MODERN MATHEMATICS I AND II	(6 Sem. Hrs.)
MATHEMATICS 23-24—INTERMEDIATE CALCULUS I AND II	(6 Sem. Hrs.)
MATHEMATICS 135-136—ADVANCED CALCULUS I AND II	(6 Sem. Hrs.)
MATHEMATICS 137-138—ADVANCED CALCULUS I AND II	(6 Sem. Hrs.)
MATHEMATICS 145—ACTUARIAL MATHEMATICS	(3 Sem. Hrs.)
MATHEMATICS 147—INTRODUCTION TO COMPUTER PROGRAMMING	(3 Sem. Hrs.)

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MATHEMATICS 149-150—MATHEMATICAL STATISTICS I AND II	(6 Sem. Hrs.)
MATHEMATICS 151—PROBABILITY	(3 Sem. Hrs.)
MATHEMATICS 172—SYMBOLIC LOGIC	(3 Sem. Hrs.)
MATHEMATICS 157-158—INTRODUCTION TO APPLIED MATHEMATICS I AND II	(6 Sem. Hrs.)
MATHEMATICS 167—TOPOLOGY I	(3 Sem. Hrs.)
GB 191-192—QUANTITATIVE MANAGEMENT SEM. I AND II	(6 Sem. Hrs.)

### MODERN LANGUAGES

FRENCH 1-2—ELEMENTARY FRENCH	(6 Sem. Hrs.)
FRENCH 31-32—INTRODUCTION TO FRENCH	(6 Sem. Hrs.)
FRENCH 61-62—FRENCH COMPOSITION AND CONVERSATION	(6 Sem. Hrs.)
FRENCH 71-72—FRENCH MASTERS	(6 Sem. Hrs.)
FRENCH 101-102—SURVEY OF FRENCH LITERATURE	(6 Sem. Hrs.)
FRENCH 103—PHONETICS	(3 Sem. Hrs.)
FRENCH 104—ADVANCED FRENCH CONVERSATION	(3 Sem. Hrs.)
FRENCH 131-132—17TH CENTURY LITERATURE	(6 Sem. Hrs.)
FRENCH 151-152—ROMANTICISM AND REALISM IN FRENCH LITERATURE	(6 Sem. Hrs.)
FRENCH 155-156—SYMBOLIST MOVEMENT IN FRENCH LITERATURE	(6 Sem. Hrs.)
FRENCH 161-162—FRENCH LITERATURE IN THE 20TH CENTURY	(6 Sem. Hrs.)
FRENCH 175-176—CULTURAL BACKGROUND OF FRENCH LITERATURE	(6 Sem. Hrs.)
FRENCH 181—ADVANCED FRENCH COMPOSITION	(3 Sem. Hrs.)
FRENCH 182—STYLISTICS	(3 Sem. Hrs.)
GERMAN 1-2—ELEMENTARY GERMAN	(6 Sem. Hrs.)
GERMAN 11-12—INTERMEDIATE GERMAN	(6 Sem. Hrs.)
GERMAN 31-32—INTRODUCTION TO GERMAN	(6 Sem. Hrs.)
GERMAN 71-72—GERMAN MASTERPIECES	(6 Sem. Hrs.)
GERMAN 101-102—SURVEY OF GERMAN LITERATURE	(6 Sem. Hrs.)
GERMAN 103-104—ADVANCED GERMAN CONVERSATION	(6 Sem. Hrs.)
ITALIAN 1-2—ELEMENTARY ITALIAN	(6 Sem. Hrs.)
MODERN LANGUAGES 113—ARTHURIAN LEGEND IN MEDIEVAL EUROPE	(3 Sem. Hrs.)
MODERN LANGUAGES 183—CHINESE LITERATURE IN TRANSLATION	(3 Sem. Hrs.)
MODERN LANGUAGES 192—INTRODUCTORY LINGUISTICS	(3 Sem. Hrs.)
MODERN LANGUAGES 194—TEACHING MODERN LANGUAGES	(3 Sem. Hrs.)
SLAVIC 1-2—ELEMENTARY RUSSIAN	(8 Sem. Hrs.)
SLAVIC 13-14—INTERMEDIATE POLISH	(6 Sem. Hrs.)
SLAVIC 61-62—INTENSIVE INTERMEDIATE RUSSIAN	(12 Sem. Hrs.)

- SLAVIC 155-156—READINGS IN 19TH AND 20TH CENTURY  
RUSSIAN LITERATURE (6 Sem. Hrs.)
- SLAVIC 193—OLD CHURCH SLAVONIC (3 Sem. Hrs.)
- SLAVIC 194—OLD RUSSIAN LITERATURE (3 Sem. Hrs.)
- SLAVIC 295-296—SEMINAR IN 19TH CENTURY RUSSIAN LITERATURE  
(3 Sem. Hrs.)

## NATURAL SCIENCES

- NATURAL SCIENCES 11-12—PRINCIPLES OF PHYSICAL SCIENCE  
(8 Sem. Hrs.)

## PHILOSOPHY

- PHILOSOPHY 21W—INTRODUCTION TO PHILOSOPHY (3 Sem. Hrs.)  
A presentation of philosophical questioning and various perspectives in this sort of questioning. The course will consider also the three operations of intelligence as well as importance epistemological questions and basic problems in philosophy.
- PHILOSOPHY 51-52W—PHILOSOPHY OF MAN (6 Sem. Hrs.)  
This course will study the nature of man, his intellectual and moral life. Topics such as freedom, spirituality, immortality, as well as basic problems in moral philosophy, will be discussed.
- PHILOSOPHY 75—METAPHYSICS (3 Sem. Hrs.)
- PHILOSOPHY 102—MODERN PHILOSOPHY (3 Sem. Hrs.)
- PHILOSOPHY 103—HISTORY OF MODERN PHILOSOPHY (3 Sem. Hrs.)  
This is a survey course, beginning with Descartes and ending with J. S. Mill. Problems in knowledge are stressed, and assigned readings in the various philosophers are the basis of the lectures and discussions.
- PHILOSOPHY 104—CONTEMPORARY PHILOSOPHY (3 Sem. Hrs.)
- PHILOSOPHY 105—CONTEMPORARY PHILOSOPHY (3 Sem. Hrs.)
- PHILOSOPHY 111—AESTHETICS (3 Sem. Hrs.)
- PHILOSOPHY 114—ZEN BUDDHISM (3 Sem. Hrs.)
- PHILOSOPHY 119—AMERICAN PRAGMATISM (3 Sem. Hrs.)
- PHILOSOPHY 124—PLATO DIALOGUES (3 Sem. Hrs.)
- PHILOSOPHY 138—HISTORY OF RUSSIAN PHILOSOPHY (3 Sem. Hrs.)
- PHILOSOPHY 143—CONTEMPORARY MARXISM (3 Sem. Hrs.)
- PHILOSOPHICAL 145W—THE THOUGHT OF TEILHARD DE CHARDIN  
(3 Sem. Hrs.)  
The philosophical problems in the writings of Teilhard de Chardin will be discussed in this course.
- PHILOSOPHY 154W—SOCIAL ETHICS (3 Sem. Hrs.)  
A consideration of the social nature of man and of the solid dimension in ethical judgment, based on a phenomenology of inter-subjectivity and a review of certain structures in human interactions. There will be discussions of such topics as property and man in his economic, familial, professional, political, and international relationships.



PHILOSOPHY 157—EXISTENTIALISM (3 Sem. Hrs.)

PHILOSOPHY 163-164W—PHILOSOPHY OF BEING (6 Sem. Hrs.)

This course will deal with classical and current problems relating to Being and to the Philosophy of God.

PHILOSOPHY 178—PHENOMENOLOGY AND SYMBOLISM (3 Sem. Hrs.)

PHILOSOPHY 182W—SPECIAL PROBLEMS IN PHILOSOPHY (3 Sem. Hrs.)

This course will seek to provide an integrated view of the problems handled in the systematic philosophy courses, with a view to a deeper understanding of these problems.

PHILOSOPHY 191—AUTHORITY AND FREEDOM (3 Sem. Hrs.)

PHILOSOPHY 206W—PROBLEMS IN THE PHILOSOPHY OF MAN (3 Sem. Hrs.)

Presupposing undergraduate study in this area, this course will deal with special problems.

PHILOSOPHY 219—STRUCTURE OF COMPARATIVE RELIGIONS (3 Sem. Hrs.)

PHILOSOPHY 221—ORIENTAL RELIGIONS (3 Sem. Hrs.)

PHILOSOPHY 227—SOVIET HISTORIOG. PHILOSOPHY (3 Sem. Hrs.)

PHILOSOPHY 251W—SELECTED QUESTIONS IN METAPHYSICS (3 Sem. Hrs.)

An advanced study of selected metaphysical problems.

PHILOSOPHY 284—PHILOSOPHY OF HISTORY (3 Sem. Hrs.)

PHILOSOPHY 285—LINGUISTIC ANALYSIS AND THE PROBLEMS OF GOD (3 Sem. Hrs.)

PHILOSOPHY 287—EMERGING SECULAR CONSCIENCE (3 Sem. Hrs.)

PHILOSOPHY 324W—EXISTENTIAL PSYCHOLOGY (3 Sem. Hrs.)

PHILOSOPHY 341—KANT (3 Sem. Hrs.)

## PHYSICS

PHYSICS 33—INTRODUCTION TO MECHANICS (4 Sem. Hrs.)

PHYSICS 34—INTRODUCTION TO ELECTRICITY AND MAGNETICS (4 Sem. Hrs.)

PHYSICS 35—WAVES AND OSCILLATIONS (4 Sem. Hrs.)

PHYSICS 36—QUANTUM PHYSICS (4 Sem. Hrs.)

PHYSICS 173-174—ATOMIC AND NUCLEAR PHYSICS I AND II (8 Sem. Hrs.)

## POLITICAL SCIENCE

POLITICAL SCIENCE 31—FUNDAMENTAL CONCEPTS OF POLITICAL SCIENCE (3 Sem. Hrs.)

POLITICAL SCIENCE 41-42—FUNDAMENTAL CONCEPTS OF POLITICAL SCIENCE (6 Sem. Hrs.)

POLITICAL SCIENCE 107—THE AMERICAN PARTY SYSTEM (3 Sem. Hrs.)

POLITICAL SCIENCE 155—SOVIET UNION AND DEVELOPING NATIONS (3 Sem. Hrs.)

POLITICAL SCIENCE 174—VIETNAM (3 Sem. Hrs.)

## PSYCHOLOGY

PSYCHOLOGY 33—	PSYCHOLOGY AS A SOCIAL SCIENCE	(3 Sem. Hrs.)
PSYCHOLOGY 34—	CONTEMPORARY PSYCHOLOGICAL APPROACHES TO HUMAN BEHAVIOR	(3 Sem. Hrs.)
PSYCHOLOGY 35—	PSYCHOLOGICAL BASIS OF SOCIAL ISSUES	(3 Sem. Hrs.)
PSYCHOLOGY 36—	INDIVIDUAL AND COMMUNITY BASES OF MENTAL HEALTH	(3 Sem. Hrs.)
PSYCHOLOGY 118—	PSYCHOPATHOLOGY	(3 Sem. Hrs.)
PSYCHOLOGY 119—	PSYCHODYNAMIC THEORIES OF PERSONALITY	(3 Sem. Hrs.)
PSYCHOLOGY 121—	STATISTICS IN PSYCHOLOGY I	(3 Sem. Hrs.)
PSYCHOLOGY 128—	PHYSIOLOGICAL PSYCHOLOGY	(3 Sem. Hrs.)
PSYCHOLOGY 131—	ABNORMAL PSYCHOLOGY	(3 Sem. Hrs.)
PSYCHOLOGY 136—	SOCIAL PSYCHOLOGY	(3 Sem. Hrs.)
PSYCHOLOGY 226—	DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR	(3 Sem. Hrs.)
PSYCHOLOGY 239—	COM. MENTAL HEALTH	(3 Sem. Hrs.)

## SOCIOLOGY

SOCIOLOGY 101—	INTRODUCTORY SOCIOLOGY	(3 Sem. Hrs.)
SOCIOLOGY 105—	SOCIOLOGICAL ANALYSIS	(3 Sem. Hrs.)
SOCIOLOGY 120—	SOCIAL INSTITUTIONS	(3 Sem. Hrs.)
SOCIOLOGY 123—	STATISTICS	(3 Sem. Hrs.)
SOCIOLOGY 145—	MINORITY GROUP RELATIONS IN THE UNITED STATES	(3 Sem. Hrs.)
SOCIOLOGY 148—	INTRODUCTION TO SOCIAL WORK	(3 Sem. Hrs.)
SOCIOLOGY 149—	POLITICAL SOCIOLOGY	(3 Sem. Hrs.)
SOCIOLOGY 150—	SOCIOLOGY OF RELIGION	(3 Sem. Hrs.)
SOCIOLOGY 156—	SOCIOLOGY OF THE FAMILY	(3 Sem. Hrs.)
SOCIOLOGY 159—	SOCIOLOGY OF LEISURE	(3 Sem. Hrs.)
SOCIOLOGY 166—	METHODS OF SOCIAL RESEARCH	(3 Sem. Hrs.)
SOCIOLOGY 183—	PRE-COMTIAN THOUGHT	(3 Sem. Hrs.)
SOCIOLOGY 184—	SOCIOLOGICAL THEORY	(3 Sem. Hrs.)

## SPEECH ARTS

SPEECH ARTS 153—	ORAL INTERP LITERATURE	(3 Sem. Hrs.)
SPEECH ARTS 164—	GROUP DYNAMICS	(3 Sem. Hrs.)
SPEECH ARTS 165—	RADIO/TV PERFORMANCE	(3 Sem. Hrs.)

## THEOLOGY

THEOLOGY 111—	NEW TESTAMENT	(3 Sem. Hrs.)
THEOLOGY 124—	SECULAR CHRISTIANITY	(3 Sem. Hrs.)
THEOLOGY 127—	THEOLOGY OF HOPE	(3 Sem. Hrs.)
THEOLOGY 138W—	GREEK OF THE NEW TESTAMENT	(3 Sem. Hrs.)
THEOLOGY 146—	COVENANT THEOLOGY	(3 Sem. Hrs.)

## THEOLOGY 147W—CHRISTIAN WORSHIP (3 Sem. Hrs.)

The course will explore the origins and theological interpretations of the symbols and texts which constitute the elements of worship. Primary focus will be on the Eucharist; special attention given also to Baptism and Penance. Related questions will also be handled. Practical experiments will be worked out in seminar sessions. A knowledge of one ancient language and one modern language is desired.

## THEOLOGY 157-158—THE HEBREW BIBLE (6 Sem. Hrs.)

## THEOLOGY 159—THE CHRISTIAN (3 Sem. Hrs.)

## THEOLOGY 169—MYST. THEOLOGY (3 Sem. Hrs.)

## THEOLOGY 170—CHRISTIAN MODERN WORLD (3 Sem. Hrs.)

## THEOLOGY 171—REVELATION, FAITH AND MAN (3 Sem. Hrs.)

## THEOLOGY 185—FAITH AND THE PROBLEM OF GOD (3 Sem. Hrs.)

## THEOLOGY 189—FOUNDATIONS OF CHRISTIAN ETHICS (3 Sem. Hrs.)

## THEOLOGY 191—CHOICE IN CHRISTIAN LIFE (3 Sem. Hrs.)

## THEOLOGY 196—AMERICAN CHRISTIANITY (3 Sem. Hrs.)

## THEOLOGY 197—HISTORY OF RELIGIONS (3 Sem. Hrs.)

## THEOLOGY 132—CATECHETICS (3 Sem. Hrs.)





# SCHOOL OF MANAGEMENT

## Graduate and Undergraduate Divisions

The College of Business Administration did not publish a bulletin in 1969 due to a change in structure and the combination of the undergraduate and graduate schools of business into a single School of Management-Graduate and Undergraduate Divisions, which will publish a single bulletin in May, 1970. Information found in the 1968 College of Business Administration Undergraduate bulletin is generally descriptive of the 1969 program. Materials concerning Graduate studies will be found in an Interim Bulletin (Nov. 1969)

COLLEGE OF BUSINESS ADMINISTRATION

GRADUATE SCHOOL OF BUSINESS  
ADMINISTRATION





# THE SCHOOL OF EDUCATION



CHESTNUT HILL, MASSACHUSETTS 02167

## THE SCHOOL OF EDUCATION

### CAMPION HALL

The School of Education was opened in September, 1952, as the first coeducational undergraduate college on the Chestnut Hill campus. During its first three years it was located in Gasson Hall. In October, 1954, under the presidency of the Very Reverend Joseph R. N. Maxwell, S.J., ground was broken for a School of Education building, and in September, 1955, classes opened in Campion Hall. Equipped with a curriculum library, educational media center, gymnasium for the women's physical education program, an art room, and other features appropriate for a teacher-education building, Campion Hall is named for a sixteenth century Jesuit scholar and martyr, Blessed Edmund Campion.

#### OBJECTIVE

The specific purpose of the Boston College School of Education, to be achieved in a manner consonant with the broader university goals, is to prepare young men and women for the teaching profession. Over eighty percent of the curriculum is devoted to traditional liberal arts subjects. From courses in Literature, Science, History, Art and Music, Philosophy and Theology, the student should acquire a breadth of vision which will enable him to see his own role in the light of moral, social and cultural, as well as professional perspectives.

Balancing this program of liberal arts studies, the School of Education offers a four-year professional curriculum in teacher education, which includes at each level suitable off-campus experiences in observing, working with and finally teaching children in informal and formal school situations. The culmination of the professional curriculum is the ten weeks of student teaching which each senior does in a public elementary or secondary school.

#### ELEMENTARY EDUCATION

No field of teaching demands more particular professional preparation or a wider range of ability than the elementary school. The exacting nature as well as the important influence of teaching at this level has led progressive communities to introduce salary schedules that make no distinction between secondary and elementary school teaching. An increasing number of men continue to direct their professional careers toward teaching in the elementary schools.

The elementary school teacher is responsible for covering a wide variety of subject matter and school activities. For young men and women who are interested in the challenging area of child development, the School of Education offers a balanced program in elementary education.

Special preparation is needed for those who teach mentally retarded children. Students wishing to make a contribution to this important area of education have available in the School of Education a major which meets the legal certification requirements for this field.

A program in Speech is available to students preparing to be Elementary school teachers.

### SECONDARY EDUCATION

Teachers in today's secondary schools are more than subject matter specialists. It is true they must be masters of a particular field of knowledge, but they must also be able to help youth meet the problems of adolescence. Legal and social pressures keep more boys and girls in high school today than ever before, and this means that secondary schools must provide for an ever wider range of ability, background and interest. High school may be the last formal education for many Americans, and hence the responsibility of transmitting our culture and ideals rests largely with the high school teacher.

The School of Education prepares students for junior and senior high school teaching in the following fields: English, Modern Language, Classics, History, Mathematics, Biology, Chemistry, Physics, English, and Speech.

The curricula in the School of Education in both Elementary and Secondary Education, lead to the degree of Bachelor of Arts.

### HONORS PROGRAM

The Honors Program in the School of Education is geared to the professional area of pedagogy and is for the imaginative and intellectually gifted student. The program is divided so that entering freshmen join with academically talented students from the College of Arts and Sciences and the School of Philosophy in a series of core courses which spans a two year period. The second half of the program for eligible Juniors and Seniors brings education majors back to the School of Education for training as research scholars. Problems of a professional and humanistic nature are defined and traced with students being trained in research procedures.

Invitation to participate in the Honors Program is extended to students whose academic aptitude and achievement have been consistently high. These students must have the recommendations of both the faculty and their peers, and approval of the director, the faculty honors committee, and the deans who review their qualifications. Participation is voluntary and demands attendance at weekly non-credit seminars and the writing of an independent study paper. Membership is maintained by achieving Dean's List status and a rating of a distinction in the major field of study.

## THE SCHOOL OF EDUCATION

## ADMINISTRATIVE OFFICERS

DONALD T. DONLEY, D.ED., *Dean*

NOEL J. REYBURN, D.ED., *Associate Dean, Undergraduate Studies*

JOHN A. SCHMITT, D.ED., *Associate Dean, Graduate Studies*

RAYMOND J. MARTIN, PH.D., *Director of Student Teaching*

EUGENE M. TAYLOR, M.ED., *Director of Counseling and Guidance*

ELIZABETH A. STRAIN, M.ED., *Registrar*

REV. DAVID R. CUMMISKEY, S.J., A.M., *Chaplain*

J. RICHARD BATH, PH.D., *Director of Honors Program*

JOHN R. EICHORN, D.ED., *Coordinator of Special Education*



## FEATURES OF EDUCATION

### AT BOSTON COLLEGE

#### THE LIBRARIES

The Bapst Library, the central library of the University, is open to all students. It contains more than 700,000 volumes.

On the first floor of Devlin Hall is located the joint Science Library, comprising books and periodicals pertaining to Biology, Chemistry, Physics and Mathematics.

The Business Administration Library, containing standard works in all phases of business activity, is located in Fulton Hall, the College of Business Administration.

The Curriculum Library is located in Campion Hall, the School of Education building. It contains kindergarten, elementary and secondary school text books, encyclopedias and maps, as well as sample tests in all fields, equipment for individual testing, pamphlets from the United States Office of Education and other sources, state and municipal curricula and courses of study from school systems in many of the fifty states. There are over 2,000 bound volumes in this collection, in addition to other materials. The function of the Curriculum Library is to give students a first-hand acquaintance with curriculum materials currently used in public and parochial school systems, and to furnish both aspiring teachers and in-service teachers with ideas and inspiration for better teaching.

#### ROTC UNIT

Boston College has an ROTC Unit for training future officers in the United States Army. A four-year course of instruction is provided and, having fulfilled all requirements for an academic degree, a student is commissioned a Second Lieutenant, United States Army Reserve. Specially selected students will be given the opportunity to accept a commission in the Regular Army.

#### EDUCATION OF VETERANS

Boston College is approved by the Federal Government for the education and training of veterans under the various veterans' laws.

All veterans who are eligible for training under Public Law 550 are advised to consult the Director of Admissions regarding the final vocational objective and degree desired before applying for benefits under this law. Veterans are personally responsible for all tuition and fees.

### EDUCATIONAL GUIDANCE AND COUNSELING

As part of their orientation to college, all Freshmen in the School of Education take a battery of tests, the results of which, along with other background data and information on academic progress, are given to their advisers, who are assigned to all Freshmen students. The advisers, who are members of the School of Education faculty, meet with students in small groups and in private interviews at stated times during each semester and are available for consultation on academic and other problems throughout the year.

### VOCATIONAL GUIDANCE AND PLACEMENT

The Placement Bureau offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. A special division of the Placement Bureau, with its own director, is devoted to teacher placement.

### MILITARY CONTACT ADVISORY BOARD

A board of advisors has been set up at Boston College in order to provide information and direction on matters connected with military service. This board consists of lay faculty members who are either veterans or members of reserve units in the various branches of the service. Through this board, students are able to receive most recently released information regarding opportunities in the service and are able to receive advice on any matters connected with selective service or enlistment.

### STUDENT HEALTH SERVICE

A registered nurse is in attendance to provide for medical attention in case of sickness or accident and to supervise hospitalization when it is necessary. The First Aid Room is open to the students throughout every class day.

### STUDENT PERSONNEL SERVICES

The Vice President for Student Affairs has the responsibility for coordinating and administering the following areas within the University: admissions, financial aids, guidance, counselling, religious activities, placement, health services, housing, and inter-school student government and activities. Through staff meetings, seminars, and in-service training, the directors and personnel of these distinct areas are assisted in performing their essential services, in coordinating their activities, and in planning to meet the growing needs of the University community.

### STUDENT COUNSELOR

In the School of Education a Jesuit priest is appointed as full-time Chaplain for the students. In this capacity he devotes all his time to the spiritual interests of the students and counsels and advises them in spiritual and other personal matters and problems. He is assisted in the performance of these duties by several other Jesuit members of the Faculty. He also plans and directs a rounded program of spiritual activities for the students throughout the year.

### OFFICE OF TESTING SERVICES

The testing program of the College provides considerable information to be used, when required, in the process of counseling. For those who may wish more extensive testing for vocational or other purposes, the Office of Testing Services is available. Inquiries regarding this service and the fees involved should be referred to the Director, Room 23, Gasson Hall.

### EARLY ADMISSION

Admission to the Freshman class is occasionally granted to exceptionally able and ambitious students who have not fulfilled all the requirements for a secondary school diploma. Any student of superior achievement and maturity who has completed the eleventh grade of secondary school may apply for Early Admission. All such applications for Early Admission are considered on an individual basis. Any interested student who believes he might qualify is invited to write for instructions on how to apply.

### JUNIOR YEAR ABROAD

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he has the necessary language preparation, the student is free to choose the country and university where he wishes to study. If there is an established and supervised program in the university of the student's choice, it is suggested that he take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior Year abroad is open to Sophomores, (except Elementary Majors), both men and women, in good standing in any of the undergraduate schools of Boston College. To be eligible, the student must have at least a B average. Once admission to the program is approved, the student discusses with the Director of the Junior Year Abroad Program and the Chairman of the Department of his field of concentration a program of study for both Junior and Senior years. This program is designed to fulfill the requirements for a field of concentration and a degree.



The student is encouraged to prepare examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. At the beginning of Senior year, an oral examination is given to the candidate on his year's work.

#### FOREIGN STUDENT ADVISOR

The University maintains an International Student Office for the information and assistance of all students who are not citizens of the United States. In addition, this Office acts as an information center for foreign nationals in matters relating to non-academic activities. All foreign nationals in the School of Education are required to register with this Office, Higgins 457, at the beginning of each academic term.

#### STUDENT INSURANCE PROGRAM

There is a compulsory student accident insurance program covering all accidents on or off campus. A sickness and hospital insurance, in addition to the accident insurance, is required of all students residing in the Boston College dormitories or living off campus with boarding privileges at Boston College. Sickness and hospital insurance is available to other students.



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COLLEGE REGULATIONS

## GENERAL

In order to remain in good standing, a student must maintain a satisfactory standard of scholarship and conduct, must attend college engagements regularly, and must meet all other obligations to the College. The College reserves the right to require the withdrawal at any time of a student who has failed to give satisfactory evidence of earnestness of purpose and active cooperation in all requirements of scholarship and conduct.

## CLASS ATTENDANCE

As part of their responsibility in their college experience, students are expected to attend classes regularly. No penalty is attached to non-attendance.

Students whose irregular attendance at classes threatens to lower their academic achievement or lead to failure will be informed by faculty members or referred to the associate dean.

At the beginning of a course, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material, will be announced.

## ABSENCE FROM A SEMESTER EXAMINATION

Students who are absent from a semester examination are permitted to take an absentee examination with the approval of the Dean or official designated by him, provided a certified and acceptable reason be filed with the Dean or designated official within a twenty-four hour period. A fee of \$10.00 will be charged for each examination.

## ACADEMIC REGULATIONS

## GRADING SCALE

The grading system consists of twelve categories, as follows: A, A—, B+, B, B—, C+, C, C—, D+, D, D—, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

## DEGREE WITH HONORS

The degree of Bachelor of Arts with Honors is awarded in three grades: *summa cum laude*, with Highest Honors; *magna cum laude*, with High Honors, and *cum laude*, with Honors. Only grades earned in the School of Education are acceptable as a basis for awarding a degree with Honors. At least two full academic years must be spent in the College to establish eligibility for a degree with Honors.

### THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups: First Honors, Second Honors, and Third Honors.

### REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C— as the minimum standard of scholarship, and be free of course deficiencies. Failure to maintain this requirement will result in the student's being placed on warning or on probation, or being required to withdraw from the College, as the Administrative Board shall determine. A student with two deficiencies is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports. A student who has one deficiency is ineligible if his scholastic average for the semester is not at least C—. In order to hold class office a student must have an average of C, be free of course deficiencies, and conduct himself in a manner worthy of a student leader.

### COURSE DEFICIENCY

Failure to achieve a passing grade in a course for a semester results in a deficiency. A deficiency may be removed only by passing of an approved course during the Summer Session at Boston College or at another accredited college. Credit for such a course will not be granted unless the approval of the Dean or designated official has been previously obtained. It is the responsibility of the student to inquire at this time as to what course grade will be acceptable for removing the deficiency. A course deficiency which has not been made up prevents a student from registering for the Fall Semester or in the case of a senior, from being awarded his degree on time.

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AWARDS

The following awards are made annually at Commencement:

## GENERAL EXCELLENCE MEDAL

A gold medal, gift of Boston College, for general excellence in all courses of study during four years in the School of Education, to be granted to a student qualifying for a Teacher's Certificate.

## THEOLOGY MEDAL

A gold medal, gift of Boston College, for excellence in all courses of Theology during four years.

## PHILOSOPHY MEDAL

A gold medal, gift of Boston College, for excellence in all courses of Philosophy during three years.

## THE BLESSED EDMUND CAMPION AWARD

A gold medal for excellence in an academic major.

## THE BLESSED RICHARD GWYN AWARD

A gold medal awarded annually to a member of the senior class for outstanding promise as a secondary school teacher.

## THE DR. MARIE M. GEARAN MEDAL

A gold medal, donated by the Student Senate of the School of Education in honor of Dr. Marie M. Gearan, member of the originating faculty and first Director of Student Teaching in the School of Education, awarded annually to a member of the senior class outstanding for academic achievement, campus leadership, and distinguished success as a student teacher.

## THE MR. AND MRS. VINCENT P. ROBERTS AWARD

A gold medal awarded annually to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

## THE REVEREND HENRY P. WENNERBERG, S.J. AWARD

A gold medal, donated by the Student Senate of the School of Education in honor of Reverend Henry P. Wennerberg, S.J., the first Spiritual Counselor in the School of Education, awarded annually to a member of the senior class outstanding for participation and leadership in school and campus activities.

## THE HOLY SPIRIT AWARD

A gold medal, donated by His Excellency, Most Reverend John J. Wright, Bishop of Pittsburgh, presented to that senior in the School of



Education who gives the most encouraging evidence of understanding that teaching is a vocation from God Himself, and who plans his career in accordance with this spiritual sense of vocation, giving evidence of an authentic love for things of intellect.

#### THE MRS. VINCENT P. ROBERTS AWARD

The Mrs. Vincent P. Roberts Award, a one-hundred dollar award donated annually by Mrs. Vincent P. Roberts to an undergraduate woman in the school of Education who is outstanding in ability, achievement, and promise.

#### THE STUDENT SENATE AWARD

The Student Senate Award, a one-hundred dollar award donated annually by the Student Senate to an undergraduate man in the School of Education who is outstanding in ability, achievement, and promise.

#### THE FULTON GOLD MEDAL

The Fulton Gold Medal, the gift of Mrs. Vincent P. Roberts in memory of her father, is awarded annually to the outstanding Junior or Senior debater in the Fulton Prize Debate.

#### THE GARGAN MEDAL

The Gargan Medal, founded in memory of Thomas J. Gargan, is awarded annually to the Freshman or Sophomore member who has contributed most effectively to the Boston College Debating Society during the year.

#### THE LEONARD AWARD

One fifth of the year's net income on approximately twenty-thousand dollars is awarded annually through the Reverend John F. Leonard Trust to the winner of the Leonard Oratorical Contest. This contest is open to all students in the undergraduate courses at Boston College.

#### THE DENIS H. TULLY AWARD

The Denis Tully Award, the income on \$2,000, founded by the will of the late Denis H. Tully, is awarded to a student from either the College of Arts and Sciences, the College of Business Administration, or the School of Education, for the best paper on a theological subject.



## STUDENTS' ORGANIZATIONS

### 1. *Organizations Representing the Student Body:*

THE UNDERGRADUATE GOVERNMENT of Boston College (UGBC) concerns itself with all problems of university-wide significance and of student concern. As the sole recognized voice of the students of Boston College, the UGBC dispenses the student activity fee, provides the school social calendar, and hopefully will sponsor many cultural events on campus. All student representatives on the University Academic Senate and joint university committees are selected by the Undergraduate Government. As the Boston College community matures and the students gain a more decisive, responsible role in those matters affecting the whole university, the Undergraduate Government, as the voice of the students, will become an integral and vital constituency within the total university community.

THE STUDENT SENATE OF THE SCHOOL OF EDUCATION serves as the liaison organization between the students and the administration of the School of Education, is the responsible voice of student opinion, and organizes and cooperates in the execution of social and academic functions that involve the whole student body of the School.

### 2. *Devotional Society:*

The Boston College Sodality is a group of undergraduate men and women who seek to develop a vital Christian commitment in accordance with their vocation in the Church. Since the educated Christian layman must know where he stands, the Boston College Sodality is dedicated to an intensive, searching growth in the spiritual, intellectual and social aspects of contemporary Christian life.

### 3. *Honor Societies:*

ALPHA SIGMA NU. A chapter of this national honor fraternity for male students of Jesuit colleges and universities was established at Boston College in 1939. Candidates for membership, chosen during their Junior year, must be outstanding in scholarship, loyalty and service of the College.

THE ALPHA AND OMEGA HONOR SOCIETY is open to Juniors in the School of Education who have for five semesters maintained an average of at least B and who have demonstrated outstanding qualities of character and leadership in college activities. Qualifications of candidates are judged by a committee of faculty and Senior Alpha and Omega members.

### 4. *Activities Especially Associated with the School of Education:*

BOSTON COLLEGE CHAPTER OF THE COUNCIL FOR EXCEPTIONAL CHILDREN, open to students majoring in Education of the Mentally Retarded.

*Kappa Phi Kappa*

Boston College chapter of the national, professional education fraternity open to all eligible men in the School of Education who have completed their first Freshman semester. It is the purpose of Kappa Phi Kappa to challenge the interest and bring together, while still undergraduates, young men of high professional promise who are preparing to teach and accept the responsibilities of leadership in the profession.

*Kappa Delta Epsilon*

Recently, within the School of Education a professional education sorority, Kappa Delta Epsilon, has been established. The purposes of K.D.E. are: (1) To unite women in an active professional organization for campus and community service, (2) to strengthen those ideals and standards which will permeate the entire professional life of the members, (3) to encourage active participation in and support of current educational problems by all members, (4) to develop an understanding spirit of mutual understanding and cooperation among the entire membership of the sorority.

Membership is open to all second semester freshmen, sophomores, juniors, and seniors within the School of Education who are seriously interested in the teaching profession.

THE WOMEN'S RECREATION ASSOCIATION, open to all women students of the School of Education, sponsors a program of athletic and recreational activities on and off campus.

5. *Other Undergraduate Activities of Interest to the Students of the School of Education are:*

THE CLASSICS ACADEMY

THE DRAMATIC SOCIETY

THE ECONOMICS ACADEMY

THE ENGLISH ACADEMY

THE FRENCH, GERMAN, ITALIAN AND SPANISH ACADEMIES

THE FULTON DEBATING SOCIETY

THE GOLD KEY SOCIETY. (This group of male students serves as a reception committee for visiting athletic teams and at other school functions.)

HISTORICAL SOCIETY

MUSIC CLUBS:

BAND

UNIVERSITY CHORALE

THE BLESSED OLIVER PLUNKETT GAELIC CULTURAL SOCIETY

THE PHILOSOPHY CLUB

THE PSYCHOLOGY CLUB

THE RADIO CLUBS

THE RICCI MATHEMATICS ACADEMY

THE ROD AND GUN CLUB

THE SOCIOLOGY ACADEMY

THE WORLD RELATIONS LEAGUE

- 
6. *The following student publications are of interest to students in the School of Education:*

THE BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicizing the activities of the college. It also serves as a bond between the undergraduate body and the alumni.

THE BOSTON COLLEGE STYLUS is published from November to May by undergraduate students. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

THE SUB TURRI is the annual publication of the Seniors of the College. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

Several departments of the University also sponsor specialized student publications.

7. INTRAMURAL ATHLETICS. The program of Intramural Athletics for men, conducted by a staff of experienced directors, serves in development of the student by providing opportunities to engage in basketball, touch-football, tennis, volleyball, softball, boxing and track.



# ADMISSIONS

## ENTRANCE REQUIREMENTS

Application for admission to Boston College must be filed with the Dean of Admissions early in the final year of the applicant's secondary school studies. The candidates should request from the Dean of Admissions a regular application form and follow carefully the directions given on the application.

All school records must come directly from the Office of the Principal to the Dean of Admissions. No record will be accepted as official otherwise. The Committee on Admissions will consider the character, personality and health of each applicant and those who are judged to show promise of success in scholarly attainments will be declared eligible for admission.

The applicant's field of specialization will in part be determined by the high school preparation. The Dean of Admissions is available for consultation with the principal, guidance director or student regarding the course of studies. Personal interviews will be arranged. All applications will be carefully examined and all candidates may be assured of personal consideration.

The prerequisite courses for the degree are as follows:

BACHELOR OF ARTS  
English 4  
Algebra 2 and Geometry 1  
Foreign Language 2  
Other standard courses

Applicants intending to major in science or mathematics must take additional courses in trigonometry, and two of the following physical sciences: Biology, Chemistry, Physics.

## METHODS OF ADMISSIONS

All candidates for admission to the School of Education must complete in senior year the Scholastic Aptitude Test in the November, December or January series and the Three Achievement Tests in the December or January series. Candidates are urged to take the Scholastic Aptitude Test in November or December and the three achievement Tests in the January series. All candidates will take the following Achievement Tests: ENGLISH COMPOSITION, MATHEMATICS, AND FREE CHOICE. All candidates will take Mathematics Achievement Test, Level I, unless they have been specifically prepared by their high schools to take the Mathematics Achievement Test, Level II. Notification of acceptance or rejection will be sent to the applicant between February 15 and April 15 provided the application is complete and college board test scores have been received directly from Educational Testing Service.



Application forms and information bulletins for the Scholastic Aptitude Test and three Achievement Tests, may be obtained from the high school or by writing to the College Entrance Examinations Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. Late applicants will be given particular directions regarding entrance examinations by the Dean of Admissions.

All candidates, in addition, must file a regular application for admission to Boston College and should follow the directions on the application carefully and promptly. Application forms and information bulletins may be obtained from the Office of the Dean of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

### SCHOLARSHIPS

All scholarship candidates must present "B" grades or better in all courses and must take in senior year the Scholastic Aptitude Test in the November, December or January series and the three Achievement Tests mentioned above in the December or January series. These tests are administered by the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. Applications for scholarships are sent to the candidates after receipt of the application for admission. The Parents' Confidential Statement is also required of all scholarship candidates. Evidence of financial need is presented by submitting the Parents' Confidential Statement issued by the College Scholarship Service, P.O. Box 176, Princeton, New Jersey or Box 1025, Berkeley, California, or Box 881, Evanston, Illinois.

All Scholarship-aid grants are made on the basis of scholastic achievement and financial need. Although all scholarship aid is granted for four consecutive years, the renewal of this aid year by year is contingent on the continuance of financial need and superior academic performance. Announcement of scholarship-aid awards is made on or before April 15.

There are three hundred Boston College scholarships with stipends ranging from \$200 to \$2,800 awarded each year to students showing outstanding academic ability, character, and leadership. The General Motors Scholarship to Boston College with a maximum grant of \$2,000 per year is awarded each year. All scholarship grants are awarded on the basis of scholastic achievement and financial need and range from \$200 to \$2,800 per year. The total value of Boston College Scholarship for Freshmen each year exceeds \$350,000.

Students may arrange for loans under the terms of the National Defense Education Act. For information on scholarships, write to Director of Financial Aid, Gasson Hall, Room 217, Boston College, Chestnut Hill, Massachusetts 02167. Students, school officials, or parents are invited to make preliminary inquiries.

### SPECIAL SCHOLARSHIP PROGRAMS

Boston College has recognized its obligation to participate in a special way in the general improvement of the society in which it functions. The University has been particularly concerned with the economic and educa-

tional problems experienced by the Greater Boston Black Community, and has established a \$100,000 scholarship program for Black students from this area. Inquiries are invited from all interested applicants.

### ADMISSION TO ADVANCED STANDING

Candidates for admission to Boston College School of Education from another college of approved standing should apply in writing to the Dean of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

The candidate for admission with advanced standing must present the following:

1. The requirements for admission to the Freshman class. The results of any completed College Board Tests must be sent directly from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or Box 1025, Berkeley, California.
2. A regular application for admission to the Boston College School of Education.
3. An official transcript of all college courses and a statement of honorable dismissal. Only those students will be considered for transfer who have received a "B" grade in all courses. Only those courses will be accepted in transfer which are equivalent to courses offered at Boston College.
4. Request the Dean of the former college to write a letter of recommendation.
5. A catalogue of the college from which the candidate is transferring. Applications and transcripts will not be accepted unless received directly by mail from schools and colleges previously attended.
6. The formal application and official transcript must be on file no later than June 20th.

After an appraisal of the college record, the candidate will be informed of the terms of acceptance and credits allowed in transfer. Transfer students are admitted only in September at the beginning of the academic year. A very limited number of students is accepted in transfer. Because of the limited on-campus and off-campus housing facilities we are unable to consider transfer students who will require such facilities. Transfer students must complete at least two years in residence to qualify for a Boston College degree from the School of Education.

### REGISTRATION

Information concerning the procedure to be followed in registering will be issued in advance from the Registrar's office. These directions should be followed carefully.

Any student not present for the formal opening of classes should know that this absence will be counted among the limited absences which are allowed before a deficiency is incurred.

A fee of \$10.00 will be assessed for late registration.

## DORMITORY ACCOMMODATIONS

There are fourteen dormitories for men on the campus: Cardinal O'Connell Hall, Cheverus Hall, Claver Hall, Fenwick Hall, Fitzpatrick Hall, Gonzaga Hall, Kostka Hall, Loyola Hall, Roncalli Hall, Southwell Hall, Shaw House, Xavier Hall, Welch Hall, and Williams Hall. The fee for board and room is \$1,050.00 for the academic year. This fee also includes health, mail, and linen service charges. Student dormitories are under the supervision of the Director of Resident Students who assigns all students to rooms.

Living facilities are also available in a number of approved private residences in the vicinity of Boston College.

Address requests for dormitory and other boarding accommodations for men students to:

### DIRECTOR OF RESIDENT STUDENTS

Boston College

Chestnut Hill, Massachusetts 02167

Boston College has no dormitory accommodations for women students. However, the Director of Women's Housing will assign students to supervised off-campus residences near the campus. Inquiries should be addressed to:

### WOMEN'S HOUSING

Boston College, McElroy Commons

Chestnut Hill, Massachusetts 02167

All students must file with the Registrar both their permanent and temporary address.

## TUITION AND FEES

The payment of Tuition and of Science and Registration Fees is to be made by check or Postal Money Order and mailed to the Treasurer's Office, Boston College, Chestnut Hill, Mass. 02167.

Tuition is to be paid semi-annually.

Fees are payable at the beginning of each semester.

- (1) First Semester Tuition and Fees are due before registration in September.

Tuition: \$800.00.\*

Registration Fee: for Freshmen and new students, \$10.

Total: For Upper Classmen—\$800.00.

For Freshmen and new Students—\$810.00.

- (2) Second Semester Tuition and Fees are due before registration in January.

Tuition: \$800 plus Second Semester Fees.\*



\*(September 1969 Tuition: \$1,000)  
(For Freshmen and new Students—\$1,010)

Holders of scholarships are not exempt from the payment of Registration, Acceptance Deposit, Insurance, and fees at the time prescribed.

If a student does not enter the year the Acceptance Deposit is paid, this Deposit is not applicable to any future year.

Students who are in arrears in payment at the end of either semester will not receive semester grades.

### SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

Application Fee (not refundable) .....	\$ 10.00
Acceptance Deposit (not refundable but applicable to First Semester Tuition) .....	100.00
Registration for new students (not refundable) .....	10.00
Late Registration—additional .....	10.00
*Tuition—payable semi-annually .....	1,600.00
Blue Cross-Blue Shield Health Program .....	45.00
(Optional non-resident students)	
*(September 1969 Tuition: \$2,000)	

### SPECIAL FEES

Absentee Examination .....	\$ 10.00
Art material Fee (For Juniors in Elementary Education only) ....	3.00
Biology Laboratory Fee—per semester .....	25.00
Change of Course .....	10.00
Change of Individual Subject .....	5.00
Chemistry Laboratory Fee—per semester .....	25.00
Extra Course—per semester hour credit .....	50.00
Graduation Fee .....	10.00
Language Laboratory Fee—per semester .....	5.00
Physics Laboratory Fee—per semester .....	25.00
Special Students—per semester hour credit .....	50.00
Student Identification Card (Freshmen Only) .....	2.00
Special Education Laboratory Fee .....	30.00
Transcripts† .....	1.00

† *No transcripts will be sent from the Registrar's office during the periods of semester examinations and registration.*

The laboratory fee covers rentals of locker and apparatus, use of gas, water, electricity, chemicals and equipment, and the many incidental expenses of conducting a laboratory course.

The Trustees of the College reserve the right to change tuition and other fees whenever such action is deemed necessary.



### WITHDRAWALS AND REFUNDS

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar  
School of Education  
Campion Hall, Boston College  
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

### PAYMENT OF BILLS

Payment of Tuition, Science and Registration Fee is to be made by check or Postal Money Order. These checks must be made out for the proper amount, made payable to Boston College—School of Education and sent to the Treasurer's Office, Boston College, Chestnut Hill, Mass. 02167.

### MONTHLY PAYMENTS

We are glad to offer the convenient TUITION PLAN or the Shawmut Bank Tuition Aid Program for those parents who prefer to pay tuition and other fees in equal monthly installments.

In most cases these plans include Parent Life Insurance for qualified parents. This insurance coverage provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet will be sent upon request.

These plans are optional and are offered solely as a convenience. Additional information on these payment plans and other loan plans available to students may be obtained at the Financial Aids Office, Gasson Hall. Arrangements should be made as far in advance of Registration as possible.

Business with the Treasurer's Office will be transacted during office hours:

Daily—9:00 A.M. to 4:00 P.M.

# CURRICULUM FOR BACHELOR OF ARTS

## PROGRAM FOR ELEMENTARY EDUCATION

### FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English Literature and Composition .....	3	English Literature and Composition .....	3
History of Western Civilization .....	3	History of Western Civilization .....	3
Fine Arts: Visual Arts .....	3	Fine Arts: Music .....	3
Mathematics .....	3	Mathematics .....	3
or		or	
Modern Language .....	3	Modern Language .....	3
Speech .....	3	Theology ** .....	3
Physical Education .....	0	Physical Education .....	0
(2 hours)		(2 hours)	

### SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History of Education .....	3	Cultural Geography .....	3
Child Growth .....	3	Psychology of Learning .....	3
Theology ** .....	3	Philosophy .....	3
American Literature and Composition .....	3	American Literature and Composition .....	3
Elective* .....	3	Elective .....	3

\* Students preparing to teach the Mentally Retarded Children take Introduction to the Exceptional Children in place of their elective.

### JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Science Elective .....	3	Science Elective .....	3
Curriculum Material and Teaching Methods in the Elementary Schools .....	3	Teaching Reading, Art, Music, Social Studies and Speech in the Elementary School .....	6
Theology ** .....	3	Educational Measurement .....	3
Philosophy .....	3	Elective .....	3
Elective .....	3		

### SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Student Teaching .....	9	Philosophy .....	3
Philosophy of Education .....	3	Theology ** .....	3
Special Methods .....	3	Electives .....	9

\*\* In all years, non-Catholic students may take either Theology or a substitute course.

## PROGRAM FOR TEACHERS OF THE MENTALLY RETARDED

Majors in Elementary Education who wish to be certified for both elementary school teaching and teaching of the mentally retarded will follow these courses in their Junior and Senior years:

JUNIOR YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Science Elective .....	3	Science Elective .....	3
Curriculum Materials and Teaching Methods in the Elementary School .....	3	Teaching Reading, Art, Music, Social Studies and Speech in the Elementary School .....	6
Philosophy .....	3	Teaching Mentally Retarded Children .....	3
Teaching Allied Arts for Teachers of Mentally Retarded Children .....	3	Educational Measurement .....	3
Introduction to Mental Retardation .....	3		
Theology ** .....	3		

SENIOR YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Student Teaching .....	9	Philosophy .....	3
Special Methods .....	3	Theology ** .....	3
Philosophy of Education .....	3	Introduction to Learning Disabilities .....	3
		Introduction to Speech Correction .....	3
		Psychology and Education of Exceptional Children .....	3

## PROGRAM FOR SECONDARY EDUCATION

The following are the courses common to all secondary education majors:

FRESHMAN YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English Literature and Composition .....	3	English Literature and Composition .....	3
History of Western Civilization .....	3	History of Western Civilization .....	3
Fine Arts: Visual Arts* .....	3	Fine Arts: Music* .....	3
Mathematics .....	3	Mathematics .....	3
or		or	
Modern Language .....	3	Modern Language .....	3
Speech .....	3	Theology ** .....	3
Physical Education .....	0	Physical Education .....	0
(2 hours)		(2 hours)	

\* Science majors do not take Fine Arts.



Students majoring in Mathematics or Science will take Mathematics. Freshmen are not permitted to begin a Modern Language, but only to continue one studied in high school.

#### SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
American Literature		Theology **	3
and Composition	3	History of Education	3
Philosophy	3	Electives	9
Psychology of Learning	3		
Electives	6		

#### JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Science Elective	3	Science Elective	3
Philosophy	3	Theology **	3
Psychology of Adolescence	3	Seminar in Secondary	
Electives	6	School Curriculum	3
		Electives	6

#### SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Student Teaching	9	Philosophy	3
Educational Measurement	3	Philosophy of Education	3
Curriculum Materials		Theology **	3
and Teaching Methods in		Electives	6
the Secondary School	3		

\*\* In all years, non-Catholic students may take either Theology or a substitute course.

### ELECTIVES FOR SECONDARY EDUCATION MAJORS MAJOR IN BIOLOGY

#### FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Inorganic Chemistry	4	Inorganic Chemistry	4
Mathematics	3	Mathematics	3

#### SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Introductory Biology	4	Introductory Biology	4
Organic Chemistry	4	Organic Chemistry	4

#### JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Science Electives	8	Science Electives	8

#### SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Science Electives	8



## MAJOR IN CHEMISTRY

## FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Inorganic Chemistry I .....	4	Inorganic Chemistry II .....	4

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Organic Chemistry I .....	4	Organic Chemistry II .....	4
Differential Calculus .....	3	Integral Calculus .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Quantitative Analysis .....	4	Elective (Chemistry) .....	4
General Physics .....	4	General Physics .....	4
Elective (non Science) .....	3	Elective (non Science) .....	3

## SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Chemistry Electives .....	8

## MAJOR IN ENGLISH OR CLASSICS

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English or Classics Elective .....	3	English or Classics Elective .....	3
Elective .....	3	Elective .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English or Classics Electives .....	6	English or Classics Electives .....	6

## SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
English or Classics Electives .....	6

## MAJOR IN HISTORY

## FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History of Western Civilization .....	3	History of Western Civilization .....	3

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History of American Civilization .....	3	History of American Civilization .....	3
History Elective .....	3	Political Geography .....	3
		History Elective .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History Elective .....	3	History Elective .....	3
Political Science Elective .....	3	Political Science Elective .....	3

## SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
History Elective .....	3

## MAJOR IN MATHEMATICS

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Calculus .....	3	Calculus .....	3
Modern Algebra .....	3	Modern Algebra .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Advanced Calculus .....	3	Advanced Calculus .....	3
Mathematics Elective .....	3	Mathematics Elective .....	3
General Physics .....	4	General Physics .....	4

## SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Mathematics Electives .....	6

## MAJOR IN MODERN LANGUAGES

## Core Program for School of Education Majors

## PLAN A

For students whose record of achievement warrants Freshman placement in Survey of Literature

## FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fr., Gm., Sp. 101: Survey of Major Literature .....	3	Fr., Gm., Sp. 102: Survey of Major Literature .....	3

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fr., Gm., Sp. Period in Major Literature .....	3	Fr., Gm., Sp. Period in Major Literature .....	3
Fr., Sp. 103: Phonetics .....	3	Fr., Sp. 104: Advanced Conversation .....	3
Gm. 130: Advanced Conversation .....	3	Gm. 104: Advanced Conversation .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fr., Gm., Sp. 175: Cultural Back- ground of Major Literature ....	3	Fr., Gm., Sp. 176: Cultural Back- ground of Major Literature ....	3
Fr., Gm., Sp. 181: Advanced Composition .....	3	Fr., Gm., Sp. 192: Introduction to Linguistics .....	3

## SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fr., Gm., Sp. 182: Stylistics .....	3	Fr., Gm., Sp. Period in Major Literature .....	3

## PLAN B

For students whose record of achievement warrants Freshmen placement in Composition or Masterpieces courses

## FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fr., Gm., Sp. 061: Composition and Conversation .....	3	Fr., Gm., Sp. 062: Composition and Conversation .....	3
or		or	
071: Masterpieces .....	3	072: Masterpieces .....	3

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fr., Gm., Sp. 101: Survey of Major Literature .....	3	Fr., Gm., Sp. 102: Survey of Major Literature .....	3
Fr., Sp. 103: Phonetics .....	3	Fr., Sp. 104: Advanced Conversation .....	3
Gm. 103: Advanced Conversation .....	3	Gr. 104: Advanced Conversation .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fr., Gm., Sp. 175: Cultural Back- ground of Major Literature ....	3	Fr., Gm., Sp. 176: Cultural Back- ground of Major Literature ....	3
Fr., Gm., Sp. 181: Advanced Composition .....	3	Fr., Gm., Sp. 192: Introduction to Linguistics .....	3

## SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fr., Gm., Sp. 182: Stylistics .....	3	Fr., Gm., Sp. Period in Major Literature .....	3

## MAJOR IN PHYSICS

## FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Anal. Geometry and Introduction to Calculus .....	4	Anal. Geometry and Introduction to Calculus .....	4
Introductory Mechanics .....	4	Introductory Electricity and Magnetism .....	4

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Waves and Oscillations .....	4	Quantum Physics .....	4
Calculus .....	3	Calculus .....	3
		Elective .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Inorganic Chemistry .....	4	Inorganic Chemistry .....	4
Physics Elective .....	4	Physics Elective .....	4
Elective (non-Science) .....	3	Elective (non-Science) .....	3

## SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Physics Electives .....	8



## SPEECH SCIENCE PROGRAM FOR ELEMENTARY MAJORS

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Psychology of Exceptional Children .....	3	Voice Science and Phonetics .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Psychology Elective .....	3	Introduction to Speech Correction .....	3

## SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Audiology .....	3
Psychology Electives .....	3

## SECONDARY MAJOR IN DRAMA

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Public Speaking .....	3	Oral Interpretation of Literature..	3
Principles of Theatre Art .....	3	Scene Design .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Theory and Practice of Acting ....	3	Play Direction .....	3
Survey of Drama I .....	3	Survey of Drama II .....	3

## SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
Oral Interpretation of Dramatic Literature .....	3

## SECONDARY MAJOR IN PUBLIC ADDRESS

## SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Principles of Theatre Arts .....	3	Argumentation and Debate .....	3
Public Speaking .....	3	Voice Science and Phonetics .....	3

## JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Rhetorical Theory .....	3	Group Dynamics .....	3
American Civilization I .....	3	American Civilization II .....	3

## SENIOR YEAR

<i>Second Semester</i>	<i>Credits</i>
History of American Public Address .....	3

## DESCRIPTION OF COURSES

### ART

*Chairman:* JOSEPHINE VON HENNEBERG.

*Instructor:* DONALD P. DEVEAU.

*Musician-in-Residence:* OLGA STONE.

*Lecturer:* J. DANIEL SELIG.

#### ART 1—THE FINE ARTS IN WESTERN CULTURE: VISUAL ARTS (3)

An analysis of the elements and significance of the visual art through the study of outstanding works in chronological order, from Egypt to the present.

#### ART 41—THE FINE ARTS IN WESTERN CULTURE: MUSIC (3)

A course designed to give the student an understanding of music as an art form, a knowledge of the place of music in the development of Western culture and an acquaintance with major types and composers of great music.

### CLASSICS

*Chairman:* REV. THOMAS P. O'MALLEY, S.J.

Students preparing to teach Latin in secondary school take courses in the Classics Department of the College of Arts and Sciences during their Sophomore, Junior and Senior years. Courses are chosen with the guidance of the chairman of the department. Course descriptions will be found in the catalogue of the College of Arts and Sciences.

### EDUCATION

*Chairman:* DONALD T. DONLEY.

*Professors:* KATHARINE C. COTTER, WILLIAM C. COTTLE, REV. CHARLES F. DONOVAN, S.J., JOHN R. EICHORN, SR. M. JOSEPHINA, C.S.J., EDWARD J. POWER, STEPHEN F. ROACH, JOHN J. WALSH.

*Associate Professors:* ROBERT L. BELENKY, WILLIAM M. GRIFFIN, MARION J. JENNINGS, FRANCIS J. KELLY, PIERRE D. LAMBERT, GEORGE F. MADAUS, NOEL J. REYBURN, JOHN A. SCHMITT, JOHN F. TRAVERS, KENNETH W. WEGNER.

*Assistant Professors:* MICHAEL H. ANELLO, J. RICHARD BATH, DAVID W. CRELLIN, HENRY V. COLELLA, JOHN S. DACEY, MARGARET B. GRIFFIN, MARY D. GRIFFIN, JOHN A. JENSEN, JOHN B. JUNKALA, RAYMOND J. MARTIN, MARY C. O'TOOLE, FRED J. PULA, JOHN R. RUANE, JOHN F. SAVAGE, JOHN J. SHEA.

*Instructors:* PETER W. AIRASIAN, ROBERT E. MOORE, ERNEST A. RAKOW, CHARLES F. SMITH, JR.

*Lecturers:* EDWARD J. CONNOLLY, PAUL A. GREEN, PAUL C. McDADE.

EDUCATION 31—PSYCHOLOGY OF ADOLESCENCE (3) (Secondary Majors)

A course designed to help prospective high school teachers to understand the adolescent personality through analysis of development, behavior, and psychological processes. It is geared to helping prospective teachers guide the physical, mental, social, and emotional development of adolescents.

EDUCATION 32—PSYCHOLOGY OF LEARNING

A study of the learning process and factors influencing learning.

EDUCATION 33—PSYCHOLOGY: GROWTH, DEVELOPMENT, AND LEARNING (3) (Elementary Majors)

An analysis of human development trends—physical, social, emotional and intellectual and their bearing on the learning process.

EDUCATION 35—HISTORY OF EDUCATION

A history of Education movements, leaders, and institutions.

EDUCATION 41—CURRICULUM MATERIALS AND TEACHING METHODS IN THE ELEMENTARY SCHOOL (3)

Teaching procedures and methods appropriate to the entire elementary school curriculum are presented with particular emphasis on Language Arts. Objectives, activities, classroom management, use of audio-visual techniques, field trips, and methods of appraising learning are treated.

EDUCATION 42—TEACHING READING IN THE ELEMENTARY SCHOOL (2)

A study of the language arts curriculum with emphasis upon the teaching of reading in the primary and intermediate grades.

EDUCATION 44—TEACHING ART, MUSIC, SPEECH AND SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (4)

A presentation of the techniques of teaching and directed practice and activities in the creative arts; and the presentation of materials and teaching techniques specific to the social studies area.

EDUCATION 46—TEACHING MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL (3)

The application of general methods of teaching to specific curriculum areas and the presentation of teaching techniques and materials proper to each area.

EDUCATION 48—CURRICULUM MATERIALS AND TEACHING METHODS IN THE SECONDARY SCHOOL (3)

A presentation of the methods and practices appropriate to secondary school teaching.



**EDUCATION 51—PHILOSOPHY OF EDUCATION (3)**

A consideration of leading theories of education and an application of philosophical principles to basic educational issues.

**EDUCATION 53—EDUCATIONAL MEASUREMENTS (3)**

The construction, administration, and interpretation of instruments for evaluating student performance.

**EDUCATION 101—STUDENT TEACHING (9)**

Observation, participation and teaching five days each week from early October through January of Senior year in cooperating public schools under the supervision of the college staff.

**EDUCATION 103—CHILDREN'S LITERATURE (3)**

Developing programs in children's literature for the early grades with attention to appropriate content and themes and adequate style and level.

**EDUCATION 105—SEMINAR IN SECONDARY SCHOOL CURRICULUM (3)**

A post-student teaching seminar on the theory and development of curriculum as applied to the secondary school.

**EDUCATION 126—DIAGNOSTIC AND REMEDIAL TECHNIQUES IN READING (3)**

This course is designed to give the regular classroom teacher or clinician skill in diagnosing and removing reading deficiencies. Using a set of specimen tests, the study of one remedial reading case is required. Recommendations for the instruction of retarded readers are presented. The causes and prevention of reading failure are also considered.

**EDUCATION 151—PROFESSIONAL AND LEGAL PROBLEMS OF BEGINNING TEACHERS**

A course designed to acquaint beginning teachers with the organizational and operational aspects of American public education and with teacher's professional and legal responsibilities.

**EDUCATION 171—PRINCIPLES OF INTERVIEWING (3)**

The principles, practices and tools employed in organized guidance.

**EDUCATION 179—INTRODUCTION TO LEARNING DISABILITIES**

A cross-categorical examination of functioning and dysfunctioning in factors connected with learning. Several rationales for the education of children with learning disabilities will be presented, together with the educational assessment procedures, and educational programs associated with them.

**EDUCATION 180—INTRODUCTION TO EXCEPTIONAL CHILDREN (3)**

A survey of the incidence of, characteristics of, and educational provisions for exceptional children.

**EDUCATION 181—INTRODUCTION TO MENTAL RETARDATION (3)**

An overview of the field of mental retardation with consideration of the psychological problems as related to learning and adjustment. Includes causes and methods employed in determining who are the mentally retarded.

## EDUCATION 182—TEACHING MENTALLY RETARDED CHILDREN (3)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources.

## EDUCATION 59—TEACHING ALLIED ARTS FOR TEACHERS OF MENTALLY RETARDED CHILDREN (3)

A study of the theory and principles of the allied arts in special education with special emphasis given to laboratory experiences in home economics, industrial arts, and arts and crafts suited for the mentally retarded.

## EDUCATION 284—PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN (3)

Characteristics, educational provisions for children who deviate significantly from the norms in vision, hearing, intelligence, and in social and emotional adjustment.

## SCIENCE 41—CULTURAL GEOGRAPHY (3)

A study of man's use of his environment in the major geographic regions of the earth. Required for majors in elementary education.

## SCIENCE 141—FOUNDATIONS OF POLITICAL GEOGRAPHY

A survey of world political patterns as determined by basic geographic realities.

## ENGLISH

*Chairman:* RICHARD E. HUGHES.

*Associate Professors:* JOHN W. LOOFBOUROW, JOHN RANDALL, III.

*Assistant Professor:* THOMAS P. HUGHES.

*Instructor:* JOHN TOBIN.

## ENGLISH 3-4—COMPOSITION AND ENGLISH LITERATURE (6)

A study of the grammatical structure and stylistic qualities of the English language, aiming at the improvement of the student's prose expression. A survey of English literature from Beowulf to the present.

## ENGLISH 21-22—COMPOSITION AND AMERICAN LITERATURE (6)

Continued development of the student's prose expression, with analysis and application of rhetorical principles. A survey of American Literature from the beginnings up to T. S. Eliot.

Elementary education majors take this course for one year. Secondary majors take it for one semester only.

All English majors in sophomore year are required to take English 101-102 ("An Introduction to English Studies"). This is the first course in the major and counts for *six* credits.

All English majors are required to take at least *eighteen* credits (six courses) beyond the introductory course:

- a) Three credits must be taken in the period before 1500 in courses like "Chaucer," "English Literature to 1340," "English Literature, 1340-1500," "Introduction to Middle English," "Growth and Structure of the English Language."
- b) Three credits must be taken in Shakespeare in courses like "Shakespeare," "Survey of Shakespearian Drama," "Elizabethan and Jacobean Drama."
- c) Six credits must be taken in courses covering periods of literature prior to 1900 in courses like "Metaphysical Poetry," "Age of Johnson," "Romantic Movement," "Victorian Prose and Poetry."
- d) Beyond these requirements students are free to elect in any area of the announced elective program. They are also urged to do some work in allied areas like History and Classics.

The Seminars offered in the Department of English are designed to offer students an opportunity to pursue independent research as well as to discuss their ideas in a comparatively personal context. Students should be prepared to engage in continual and extensive reading not only in major authors but in the cultural context and in critical commentary; and to assume personal responsibility for the research necessary to develop ideas.

## HEALTH AND PHYSICAL EDUCATION

*Director of Women's Physical Education:* THERESA A. POWELL.

### HEALTH 1-2—HEALTH AND PHYSICAL EDUCATION

A course which gives the student a knowledge and appreciation of the skills basic to a variety of team and individual activities.

## HISTORY

*Chairman:* THOMAS H. O'CONNOR.

*Assistant Professors:* LOUISE S. MOORE, ANDREJS PLAKANS.

*Instructors:* MARIE T. CALLAHAN, ROBERT B. WHEATON.

### HISTORY 11-12—HISTORY OF WESTERN CIVILIZATION (6)

A survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times.

N. B. Students preparing to teach History in secondary school take courses in the Department of History of the College of Arts and Sciences during their Sophomore, Junior, and Senior years.

A History major is required to take History 11-12, History of Western Civilization, and History 41-42, History of American Civilization. Students judged exceptional by the Department will also enroll in History 39, Introduction to Historical Method. In addition to the prescribed courses, the History major must earn at least eighteen credits in the elective courses of the Department, nine of which will normally be in either



European or American History. (For the purposes of these regulations, Russian History and Far Western History are regarded as subdivisions of or fields associated with European History, and Latin American History as a subdivision of American History.) No student majoring in History will earn more than six credits in the history of one country, area, or period without the special permission of the Department.

## MATHEMATICS

*Chairman:* GERALD G. BILODEAU.

*Associate Professor:* REV. STANLEY J. BEZUSZKA, S.J.

*Assistant Professors:* ARCHILLE J. LAFERRIERE, ROSE RING.

*Lecturer:* MARGARET L. KENNEY.

*Teaching Assistant:* LORRAINE NEYLON.

### MATHEMATICS 1-2—GENERAL COLLEGE MATHEMATICS (6)

Elements of Modern Mathematics: Introductory set theory, various systems of numeration, modulo systems. Study of Mathematics from a structural viewpoint with special emphasis on the historical development of the real number system.

### MATHEMATICS 3-4—INTRODUCTION TO CALCULUS (6)

(Mathematics, Biology and Chemistry Majors).

The basic concepts of calculus are introduced and studied in detail. Topics include: limits, the derivative, maxima and minima, the definite and indefinite integral, applications of integration.

### MATHEMATICS 21-22—CALCULUS (6)

This course is a continuation of Math. 3-4. Topics include: basic theory of functions of several variables, partial derivatives, multiple integration, applications.

### MATHEMATICS 33-34—MODERN ALGEBRA (6)

The first half of this course is an introduction to algebraic structures (groups, rings, fields) and includes elementary topics in number theory. The second half is a course in linear algebra, covering such topics as vector spaces, linear transformations, matrices and determinants.

### MATHEMATICS 137-138—ADVANCED CALCULUS (6)

This course continues the work in Math. 21-22. Topics include line and surface integrals, implicit function theorem, infinite series, power series, and other topics as time permits.

### MATHEMATICS 143—PROBABILITY AND STATISTICS (3)

This course is designed for students who have completed Mathematics 22 or the equivalent. Topics include: finite and continuous probability, Bayes' theorem, conditional probability, random variables, expectation, variance, moment generating functions.

Students preparing to teach Mathematics in secondary school, take courses in the Mathematics Department of the College of Arts and Sciences. Course descriptions of electives may be found in the catalogue of the College of Arts and Sciences.

N. B. A major in mathematics must take a minimum of 18 credits in advanced mathematics courses. This must include 6 from Modern Algebra in the Sophomore year, 6 from Advanced Calculus in the Junior year. The remaining credits are usually taken as electives in the Junior or Senior year and must be taken in courses numbered 100 or above. While 18 credits is sufficient for a major, the student is encouraged to try to take more than this minimum.

### MILITARY SCIENCE

*Chairman:* COLONEL DELMAR A. PUGH, U.S.A.

*Assistant Professors:* LT. COLONEL RICHARD R. HEINEKE, U.S.A.,

MAJOR CECIL E. BRAY, JR., U.S.A., CAPTAIN

JOSEPH E. KRAWCZYK, U.S.A.

An Army Reserve Officers Training Corps (ROTC) Unit is maintained at Boston College. Military Science is normally a four-year elective course. The object of the course of instruction in Military Science is to produce junior officers who, by their education, training, and inherent qualities are qualified for continued development as officers of the United States Army. Commissions in the Regular Army are offered to Distinguished Military Graduates. Training in leadership is emphasized. Physically qualified male students between the ages of fourteen and twenty-three, who are citizens of the United States, and who are regularly enrolled in courses leading to a degree, are eligible to apply for enrollment in the ROTC at the beginning of the freshman year. Advanced Course students receive a monetary allowance prescribed by law.

Applicants who successfully complete the Basic Course will be enrolled in the Advanced Course, within quota limitations set by the Department of the Army. A limited number of sophomores may enroll in the two-year Advanced ROTC Program by successfully completing a six-week summer training camp prior to their junior year in lieu of the Basic Course.

#### MILITARY SCIENCE I—BASIC COURSE

\*(2 Sem. Hrs.)

Freshmen attend one hour of classroom instruction and one drill period each week during the academic year. The instruction covers the ROTC program, organization of the Army, individual weapons and marksmanship, evolution of warfare and weapons, organization and mission of the United States Defense Establishment and the objectives of national security and strategy.

#### MILITARY SCIENCE II—BASIC COURSE

\*(4 Sem. Hrs.)

Sophomores attend two classroom hours and one drill period each week during the academic year. Instruction in American Military History includes organizational and tactical patterns which have evolved to form the foundation for present doctrine, strategic considerations which influence the conduct of war and the importance of incorporating new



ideas with proven fundamentals. Introduction to Tactics and Operations encompasses map and aerial photograph reading, organization of basic military teams and principles of offensive and defensive tactics.

*\*Not applicable to the credits required for a degree.*

#### MILITARY SCIENCE III—ADVANCED COURSE (5 Sem. Hrs.)

Classroom instruction is devoted to principles and techniques of leadership and management, principles of military teaching, small unit tactics, communications, and organization and mission of the branches of the Army. Actual exercise of command by students is emphasized during drill periods. Attendance at a six-week summer camp is required. Classroom instruction consists of three hours per week. One drill period per week is required of all cadets.

#### MILITARY SCIENCE IV—ADVANCED COURSE (5 Sem. Hrs.)

As cadet officers, students enrolled in Military Science IV serve in command positions within the cadet brigade. Classroom instruction covers the United States in world affairs, logistic operations, military administration, personnel management, and officer indoctrination. Students are selected for branch assignment in the senior year. Classroom instruction and drill requirements are the same as for Military Science III.

All Military Science classes, including drill periods, are scheduled during the normal academic day.

### MODERN LANGUAGES

*Chairman:* NORMAND R. CARTIER.

*Associate Professors:* ROBERT L. SHEEHAN, REBECCA M. VALETTE.

*Assistant Professors:* GERT BRUHN, ROBERT J. CAHILL, JACQUELINE ENOS, CHRISTOPH EYKMAN, CASPER MORSELO, VIVIANE TACONET, BARCLAY TITTMANN.

*Instructors:* LAURANA AMIS, PHYLLIS ENGLISH, SERVANDO TIJERINA.

*Lecturers:* ROBERT C. BOWEN, INGRID O. DUCKWORTH, JAMES F. FLAGG, GISELA HALE, FRANCINE MENDELL, ARSHALOUS SIMEONIAN.

*Teaching Fellow:* GIOVANNI CATALANI.

The Department of Modern Languages offers elective courses in Arabic, Chinese, French, German, Italian, Polish, Portuguese, Rumanian, Russian, Serbo-Croatian and Spanish. These courses are open to School of Education students who have satisfied the prerequisites.

The basic courses listed below may be taken by Freshmen who elect the study of language to satisfy the School of Education requirement or as electives by non-majors who wish to acquire a functional command of a foreign language.

#### FRENCH 11-12—INTERMEDIATE FRENCH (6)

The prime object of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of



the basic elements of French will be integrated with close reading of selected texts, oral practice, and laboratory work, to increase the student's passive and active vocabulary.

*Prerequisite:* Elementary French, or its equivalent.

#### FRENCH 21-22—ACTIVE FRENCH (6)

This course is designed to activate the language skills acquired by students at the basic level. Aural and reading comprehension will be stressed through practical drill, text analysis, and laboratory work.

*Prerequisite:* French 11, or its equivalent.

#### FRENCH 61-62—FRENCH COMPOSITION AND CONVERSATION (6)

This course is designed to promote a functional grasp of the structure of French, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into French, reports of current events, and summaries of reading selections will provide the basis for discussion.

*Prerequisite:* Intermediate French, or its equivalent.

#### FRENCH 71-72—MASTERPIECES OF FRENCH LITERATURE (6)

Extensive reading in great works of modern French prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

*Prerequisite:* Conversational French, or its equivalent.

#### FRENCH 101-102—SURVEY OF FRENCH LITERATURE (6)

An introduction to the study of French literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation.

*Prerequisite:* French 61 (with an honor grade), French 71, or the equivalent.

*Conducted in French*

#### GERMAN 11-12—INTERMEDIATE GERMAN (6)

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of German will be integrated with close reading of selected texts, oral practice, and laboratory work, to increase the student's passive and active vocabulary.

*Prerequisite:* Elementary German, or its equivalent.

#### GERMAN 21-22—ACTIVE GERMAN (6)

This course is designed to activate the language skills acquired by students at the basic level. Aural and reading comprehension will be stressed through practical drill, text analysis, and laboratory.

*Prerequisite:* German 11, or its equivalent.

**GERMAN 61-62—GERMAN COMPOSITION AND CONVERSATION (6)**

This course is designed to promote a functional grasp of the structure of German, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into German, reports of current events, and summaries of reading selections will provide the basis for discussion.

*Prerequisite:* Intermediate German, or its equivalent.

**GERMAN 71-72—GERMAN MASTERPIECES (6)**

Extensive reading in great works of modern German prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

*Prerequisite:* Conversational German, or its equivalent.

**GERMAN 101-102—SURVEY OF GERMAN LITERATURE (6)**

An introduction to the study of German literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for German majors, open also to other qualified students with superior linguistic preparation.

*Prerequisite:* German 61 (with an honor grade), German 71, or the equivalent.

**ITALIAN 11-12—INTERMEDIATE ITALIAN (6)**

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of Italian will be integrated with close reading of selected texts, oral practice, and laboratory work, to increase the student's passive and active vocabulary.

*Prerequisite:* Elementary Italian, or its equivalent.

**ITALIAN 71-72—ITALIAN MASTERPIECES (6)**

Extensive reading in great works of modern Italian prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

*Prerequisite:* Conversational Italian, or its equivalent.

Regularly given every year but omitted in 1968-1969.

**ITALIAN 101-102—SURVEY OF ITALIAN LITERATURE (6)**

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with superior linguistic preparation.

*Prerequisite:* Italian 71, or the equivalent.

*Conducted in Italian.*

**SLAVIC 1-2—ELEMENTARY RUSSIAN (8)**

This is a course for beginners which stresses intensive training in Russian grammar, accompanied by suitable reading exercises and elementary composition.

**SLAVIC 11-12—INTERMEDIATE RUSSIAN (6)**

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work is Russian prose of moderate difficulty.

**SLAVIC 61-62—INTENSIVE INTERMEDIATE RUSSIAN (12)**

This course is designed, through intensive training in oral usage, to achieve an adequate mastery of the language: listening comprehension, oral proficiency, and composition. The basis of the work is the original prose of Russian writers of moderate difficulty.

**SPANISH 11-12—INTERMEDIATE SPANISH (6)**

The prime objective of this course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of Spanish will be integrated with close reading of selected texts, oral practice, and laboratory work, to increase the student's passive and active vocabulary.

*Prerequisite:* Elementary Spanish, or its equivalent.

**SPANISH 21-22—ACTIVE SPANISH (6)**

This course is designed to activate the language skills acquired by students at the basic level. Aural and reading comprehension will be stressed through practical drill, text analysis and laboratory work.

*Prerequisite:* Spanish 11, or its equivalent.

**SPANISH 61-62—SPANISH COMPOSITION AND CONVERSATION (6)**

This course is designed to promote a functional grasp of the structure of Spanish, and to resolve individual problems of grammar and syntax. Written exercises on prepared topics, idiomatic translation into Spanish, reports of current events, and summaries of reading selections will provide the basis for discussion.

*Prerequisite:* Intermediate Spanish, or its equivalent.

**SPANISH 71-72—SPANISH MASTERPIECES (6)**

Extensive reading in great works of modern Spanish prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

*Prerequisite:* Conversational Spanish, or its equivalent.

**SPANISH 101-102—SURVEY OF SPANISH LITERATURE (6)**

An introduction to the study of Spanish literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the back-



ground of historical events and European literary movements. This is a required course for Spanish majors, open also to other qualified students with superior linguistic preparation.

*Prerequisite:* Spanish 61 (with an honor grade), Spanish 71, or the equivalent.

*Conducted in Spanish.*

## PHILOSOPHY

*Chairman:* REV. JOSEPH FLANAGAN, S.J.

*Professors:* REV. WILLIAM E. FITZGERALD, S.J.

*Associate Professor:* REV. JOHN A. MCCARTHY, S.J.

*Assistant Professors:* REV. GEORGE R. FUIR, S.J., REV. FRANCIS P. MOLLOY, S.J.

*Instructor:* WALTER CONN, S.J.

### PHILOSOPHY 22—PHILOSOPHY OF MAN (3)

This course considers the nature of man from the evidence of personal experience, science, and the philosophical reflections of key figures in Western thought.

### PHILOSOPHY 54—ETHICS (3)

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined.

### PHILOSOPHY 76—METAPHYSICS

A study of contemporary and classical formulations of metaphysical systems which will attempt to establish the need for a metaphysical approach to philosophical problems. Finite man's knowledge of an Infinite God will also be considered.

## POLITICAL SCIENCE

*Chairman:* DAVID LOWENTHAL.

Students preparing to teach History in secondary school take courses in the Department of Political Science of the College of Arts and Sciences during their Sophomore, Junior, or Senior years. With the guidance of the departmental chairman, courses may be selected from those found in the catalogue of the College of Arts and Sciences.

1. 18 credits over and above the 6 credits for Po 41-42.
2. No course sequence strictly, but majors will usually be sure to take:
  - Po 41- 42—Fundamental Concepts of Political Science
  - Po 121-122—Comparative Politics
  - Po 151- —International Relations and Politics
  - Po 161-162—History of Political Theory

## SCIENCE

*Chairman:* FREDERICK E. WHITE.

## SCIENCE 31-32—THEORIES AND LAWS OF PHYSICAL SCIENCE (6)

An introductory study of the origin and development of the fundamental theories and laws of physics and chemistry.

N. B. Students preparing to be science teachers in secondary school take courses in Biology, Chemistry and/or Physics Department of the College of Arts and Sciences. With the guidance of the departmental chairman, programs such as those outlined above on pages 71, 73, 103, and 150 will be followed. Course descriptions may be found in the catalogue of the College of Arts and Sciences.

## SPEECH

*Chairman:* JOHN H. LAWTON.

*Assistant Professors:* REV. JOSEPH M. LARKIN, S.J., J. PAUL MARCOUX, MANUEL GROSSMAN.

*Instructors:* CARROLL C. DAWES, GAIL A. MCGRATH, JOHN C. SATTLER, ROBERT M. SHRUM, RICHARD A. SINZINGER.

## SPEECH 1—FUNDAMENTALS OF SPEECH (3)

A course in informal communication, with emphasis upon voice projection, correct and distinct speech, and effective listening.

## SPEECH 51—PUBLIC SPEAKING (3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu, and manuscript methods. A considerable use is made of recordings so that students may evaluate their own progress.

## SPEECH 153—ORAL INTERPRETATION OF LITERATURE (3)

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communications.

## SPEECH 155—PRINCIPLES OF THEATRE ARTS (3)

A study of the theatre from the Greeks to the present, indicating the elements that influence the form and content of dramatic literature.

## SPEECH 156—PLAY DIRECTION (3)

A course in the fundamentals of script analysis, blocking, interpretation, and investigation of various schools and techniques of play direction. Some attention is given to lighting and staging of dramatic production.

**SPEECH 160—THE ART AND TECHNIQUE OF SCENE DESIGN (3)**

This is a basic course which traces the history of scene design and its influence on theatrical production. The elements of scene design: line, color, etc., are analyzed, and the techniques of set construction and lighting demonstrated.

**SPEECH 161—THE THEORY AND PRACTICE OF ACTING\* (3)**

This course will explore the fundamentals of the actor's art. Observation, sense memory, and emotion recall will be of major concern. Laboratory experiences will familiarize the student with possible solutions to the problem of stage movement, sub-text, style, and the actor's use of voice and diction.

**SPEECH 163—PERSUASIVE ARGUMENTATION (3)**

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence, and the preparation of logical argumentation. Audience analysis and adaptation of argument to specific audiences. Students may participate in a program of symposia and debates before community organizations in various New England cities.

**SPEECH 164—THE DISCUSSION PROCESS: GROUP DYNAMICS (3)**

The course concentrates on the problem-solving process, using the group discussion method. Analysis of international, national, and local problems. Participation and leadership in problem-solving discussion; training in committee and conference participation.

**SPEECH 165—PUBLIC SPEAKING: RADIO AND TELEVISION  
PERFORMANCE (3)**

Effective preparation and delivery of classical speech types, such as expository, occasional, and persuasive addresses, with emphasis on the manuscript mode of speaking; training in public address, adapted to the radio and television media.

**SPEECH 166—FILM CRITICISM (3)**

A study of techniques and theories necessary for an intelligent criticism of the art of films. Selected documentary, experimental, and story films will be viewed and discussed both as case studies of the film art and objects for criticism.

**SPEECH 167—LEGAL REGULATION OF FREE SPEECH (3)**

The course in legal restrictions on freedom of speech will deal first with the historical and philosophical origins of the concept of free expression. Theorists like Mill and institutions like the Star Chamber (fifteenth and sixteenth century England's device for insulating the government from criticism) will be examined. The Alien and Sedition Acts, the Virginia and Kentucky Resolutions, and the debate on slavery will provide the background for studying free speech in early American history. The larger part of the course will concentrate on reviewing case



studies and pertinent court decisions in a number of areas. Questions such as "What are the rights and limits of dissent in wartime?" and "What role should the courts play in controlling obscenity?" will be considered.

**SPEECH 168—ORAL INTERPRETATION OF DRAMATIC LITERATURE (3)**

An advanced treatment of oral interpretation. This course will emphasize dramatic literature in various modes of performance. Readers Theatre, Chamber Theatre, and other forms of group interpretation will be explored. A public recital will climax classroom work in analysis and performance. Prerequisite, Speech 153, or permission of the instructor.

**SPEECH 169—ARGUMENTATION AND DEBATE (3)**

Analysis of current policy issues. Methods and material of research, use and evaluation of evidence, methods of reasoning, case development, logical fallacies, obstacles and strategies and practice in various types of argumentation and debate.

**SPEECH 170—INTRODUCTION TO SPEECH CORRECTION (3)**

In this course students become familiar with the more common speech handicaps and their causes. Course is designed to meet the needs of youth workers, teachers and other specialists who work with young people.

**SPEECH 171—VOICE SCIENCE AND PHONETICS (3)**

A study of the mechanisms for speech and hearing. Students are also introduced to the International Phonetic system and have experiences in phonetic transcription.

**SPEECH 172—AUDIOLOGY\* (3)**

Principles and procedures in audiology. Basic acoustics, detailed anatomy of the ear, current medical and surgical correction of hearing loss. Pure tone audiometry and audiogram interpretation essential to hearing testing.

**SPEECH 173—RHETORICAL THEORY\* (3)**

This course is concerned with the development of rhetorical theory in the classical period and introduces students to the rhetoric and techniques of Aristotle, Cicero, Quintillian, and Saint Augustine. Some attention is also given to the medieval period and to the rhetorican of the Renaissance. In short, this is an essential background course in the development of public address.

**SPEECH 174—THE HISTORY OF AMERICAN PUBLIC ADDRESS\* (3)**

In this course students become familiar with the Puritan preachers of New England in the seventeenth and eighteenth century. They study the eloquence of the American Revolution and analyze the struggle between Clay, Calhoun and Webster prior to the Civil War. After reading the major Lincoln addresses they study the public address of William J. Bryan, Theodore Roosevelt, and Woodrow Wilson. The course con-

cludes with the eloquence of Franklin Delano Roosevelt. It should be noted that this course *follows* a year's work in American History.

\* *These courses are taught for speech majors in the School of Education, but they may be taken by students in the School of Education only with the consent of the Dean of that college and Department Chairman.*

## THEOLOGY

*Chairman:* REV. WILLIAM J. LEONARD, S.J.

*Associate Professor:* REV. DANIEL J. SAUNDERS, S.J.

*Assistant Professors:* JOSEPH A. BURGESS, REV. EDWARD R. CALLAHAN, S.J., REV. JEREMIAH J. DONOVAN, S.J., REV. PAUL A. MURPHY, S.J., REV. LEO P. O'KEEFE, S.J., REV. PATRICK J. RYAN, S.J., REV. LEO A. SHEA, S.J., REV. FELIX F. TALBOT, S.J.

*Instructor:* THOMAS E. WANGLER.

*Lecturer:* REV. JOHN COUTINHO.

### THEOLOGY 10—THE BIBLE: CHRIST IN PROMISE AND FULFILLMENT (3)

This course is a study of divine revelation and of faith as man's response to it. The theological meaning of the biblical message is examined in the light of the literary forms and life-circumstances characteristic of the times when the Bible was written. In particular, the Old Testament is presented as the history of God's plan of salvation, and the Gospels as the delineation of Christ as Prophet, Messiah-King, and Son of God.

### THEOLOGY 20—ECCLESIOLOGY: THE CORPORATE CHRIST (3)

An historical development of the doctrines of the Incarnation and the Redemption introduces this course and links the Person of Christ with the Church He founded. Scriptural evidence for the structure and growth of the early Church is followed by a presentation of the Church's self-knowledge as reflected in the *Constitution* of the Second Vatican Council.

### THEOLOGY 50—SACRAMENTAL THEOLOGY: LIFE IN CHRIST (3)

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual man with God, and requires, normally, union with Christ in the Church by means of the sacraments. This union, of life and worship, involves the theological questions of grace, the priesthood, and the liturgy, which will be emphasized in this course.

### THEOLOGY 52—THE THEOLOGICAL STRUCTURE OF FAITH AND WORSHIP (3)

The structure of belief; its basis, expression in sacramental encounter and responsibilities in family and community. The problem of unbelief.

### THEOLOGY 53—SACRAMENTAL ENCOUNTER IN CONTEMPORARY CATHOLICISM (3)

This course will investigate the role of sacramental symbolism in the decisive moments of a modern Catholic's Christian existence.

THEOLOGY 54—THE CHRISTIAN LIFE, THE LAWS OF ITS NATURE  
AND GROWTH (3)

A study of God's elevation of human existence to a participation in Trinitarian life, and of the means by which it is achieved, restored, and increased.

THEOLOGY 55—RENEWAL AND REFORM OF WORSHIP FORMS (3)

An examination of the discontinuity between a Christian's inner faith life and its expression in the worship forms of the Christian community, with a view to renewal and reform.

THEOLOGY 56—THE SYMBOLIC PRESENCE OF THE REDEMPTIVE  
MYSTERIES OF CHRIST IN THE CHURCH (3)

This course considers the theme of St. Paul and of Vatican II on the Church, under the aspect of the configuration of the Christian to Christ's redemptive acts.

THEOLOGY 110—THE TRUTH OF SCRIPTURE AND SALVATION HISTORY  
BEFORE AND AFTER VATICAN II (3)

This course is a study of the theological principle of the truth of Holy Scripture in Christian tradition, and its practical application in the light of the development of positive science and historical criticism.

THEOLOGY 120—THEOLOGICAL PERSPECTIVE IN MODERN  
LITERATURE (3)

The various visions of man in the contemporary world offered by recent writers who are aware of the theological dimensions.

THEOLOGY 123—THE TASK OF THEOLOGY TODAY AND TOMORROW (3)

The Second Vatican Council is one of the great theological events of our times. At the Council, a theology for the life and mission of the Church in the second half of the twentieth century was discussed, shaped, and given the highest approval of the Church. New questions and new problems for present and future theological investigation were posed and new lines in investigation were opened. This course will explore some of these questions especially as they are related to the Church's self-understanding, revelation and Scripture, Christian unity, the great non-Christian religions, religious liberty and the Church in the world today.

THEOLOGY 152—RAPID READING OF THE HEBREW BIBLE (3)

An advanced course designed to give the student familiarity and fluency.

THEOLOGY 153—ARCHAEOLOGY OF THE BIBLE (3)

An examination of the texts of the Bible in the light of archaeological discoveries. A survey of the achievements of archaeology in the restoration of the historical context of biblical literature.

THEOLOGY 154—HISTORY OF THE SECOND JEWISH COMMONWEALTH

(3)

A study of the history of Judaism and the Jewish People during the period of the New Testament and the rise of Christianity.



**THEOLOGY 155—JEWISH THEOLOGY (3)**

A survey of the principles of the Jewish Faith. A study of selections from classical Jewish literature as an introduction to an understanding of Judaism and the Jewish religious tradition.

**THEOLOGY 156—THE INTENTIONS OF THEOLOGY (3)**

This course will study three areas: theology as a contemplative science which relates the revelation of the Divine Mystery to the evolving human consciousness; the prophetic mission of theology and the discernment of the new Humanism; theology and its interdisciplinary aspects: literature, the physical and behavioral sciences.

**THEOLOGY 160—CONTEMPORARY ANALYSIS OF SYMBOLISM  
AND RITE (3)**

A phenomenological interpretation of religious data based on the writings of Paul Ricoeur and Mircea Eliade.

**THEOLOGY 161—THE THEOLOGY OF FULFILLMENT (3)**

An examination of man's final destiny in the light of Catholic doctrine, current theological speculation, and the dynamism of man.

**THEOLOGY 162—WORSHIP IN THE WEST (3)**

The evolution of the forms of worship as reflecting the patterns of western culture from apostolic times to the reforms of the Second Vatican Council.

**THEOLOGY 166—HEORTOLOGY: THE HISTORY OF CHRISTIAN FEASTS  
AND CELEBRATIONS (3)**

A study of the origins and development of Christian festivals and observances, especially their relevance to the culture and spirituality of the ages in which they appear and flourish.

**THEOLOGY 124—SECULAR CHRISTIANITY (3)**

A consideration of the thought of such contemporaries as Bonhoeffer, Robinson, and Harvey Cox.

**THEOLOGY 128—THE TRANSCENDANT IN RECENT THOUGHT (3)**

A critical study of contemporary man's search for God as posed by such philosophers as Whitehead, Heidegger, and Tillich.

**THEOLOGY 131—LATE MEDIEVAL CHURCH HISTORY (3)**

A consideration of three major areas: Theology, Conciliarism and its origins, and religious life, with special emphasis on the developments leading to the crisis of the sixteenth century.

**THEOLOGY 133—THE REFORMATION (3)**

This course will present the principal figures and issues of the Reformation, especially in Germany.

**THEOLOGY 139-140—BIBLICAL GREEK (6)**

This course is designed for students who desire to read the New Testament and other documents of early Christianity written in Greek, with emphasis on the study of grammar and syntax together with selected readings in the New Testament. The prior study of Greek is not required.

**THEOLOGY 141-142—ELEMENTARY BIBLICAL HEBREW (6)**

This course is an introduction to Biblical Hebrew. Its objectives will be the mastery of elementary Hebrew grammar and the ability to read passages of the Hebrew Old Testament.

**THEOLOGY 144—THE MAJOR PROPHETS OF THE OLD TESTAMENT (3)**

This course will present a study of the personality and teachings of the chief prophets of Israel and their relevance for Christianity.

**THEOLOGY 150—WISDOM LITERATURE OF THE OLD TESTAMENT (3)**

A study of the didactic poetry of the Old Testament which deals with the human wisdom which should guide a man in his conduct, and of the divine wisdom which God creates and governs all things.

**THEOLOGY 168—TWO THEOLOGICAL MENTALITIES: EASTERN AND WESTERN CHRISTIANITY (3)**

The problems of Christian unity from the viewpoints of Rome, Constantinople, and Moscow.

**THEOLOGY 170—THE CHURCH IN THE MODERN WORLD (3)**

This course will examine the Church in relation to the modern world through a study of the theologies of the Church born in the nineteenth century (the Roman, German, and English schools); through a study of the Church-in-the-world movements during the nineteenth century, with emphasis on the American Catholic liberal movements; and through a study of the ecclesiology presupposed by the social encyclicals.

**THEOLOGY 172—PROTESTANT THEOLOGY IN AMERICA: THE EARLY PERIOD (3)**

A study of the issues and theologians who contributed to the development of Protestant theology in the United States.

**THEOLOGY 173—LUTHERAN CATHOLIC DIALOGUE (3)**

A presentation of the history of the Lutheran-Catholic "conversation," the contemporary dialogue and the prospects of a rapprochement.

**THEOLOGY 174—THEOLOGY OF THE MISSIONARY CHURCH (3)**

This course will discuss the missionary mandate of the Church, the history of missionary endeavors, the problems encountered in bringing the Gospel to unbelievers at home and abroad in the present age.

**THEOLOGY 180—THE NATURE, THE DIGNITY, THE DESTINY OF MAN (3)**

Some structures of belief and unbelief; structures of Catholic behavior-belief.

**THEOLOGY 184—THE CHRISTIAN LAYMAN AFTER THE SECOND VATICAN COUNCIL (3)**

Conciliar recognition of the status and importance of the layman in the twentieth century Church.

**THEOLOGY 185—FAITH AND THE PROBLEM OF GOD (3)**

A study of selected questions in historical and systematic theology that relate to contemporary problems of unbelief. Historically, this course will offer a guide to the debate about God from Schleiermacher to contemporary concerns, e.g., "process" theology and "death of God" theology; systematically, this course will discuss the role of Catholic theology in the debate about God and in the question of the future of belief.

**THEOLOGY 186—THE THOUGHT OF PAUL TILlich (3)**

A study of an influential modern Protestant theologian, emphasizing the continuity and discontinuity of his thought with scholastic patterns.

**THEOLOGY 192—CHRISTIAN MORALITY IN THE MODERN WORLD (3)**

A discussion of some of the problems encountered by the Christian conscience in today's world.

**THEOLOGY 193—SEMINAR ON THE CHANGING PATTERNS OF  
PARISH LIFE (3)**

Some of the questions to be discussed will be the following: the primacy of total worship; the priesthood as service to the community; the dynamic involvement of pastor and people; the management of parochial funds; the parochial school as opposed to the parish school of religion; the planning of church buildings, ecumenical relations; the parish and the civic community.

**THEOLOGY 195—THE PLURALISTIC SOCIETY (3)**

An analysis will be given of American Religious Pluralism in the light of the sociology of Western Christianity.

**THEOLOGY 196—AMERICAN CHRISTIANITY (3)**

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

**THEOLOGY 197-198—THE HISTORY OF RELIGIONS (6)**

Contributions to the subject from the fields of history, sociology, and psychology, followed by a study of the religions of Greece and Rome, of the ancient Hebrews, of India and China, Islam, and American Protestantism.

**THEOLOGY 199—SOCIOLOGY OF RELIGION (3)**

This course will deal with the interrelationship of religious and social life, more especially with the social forms and conditions of religious life.



# THE SCHOOL OF NURSING



CHESTNUT HILL, MASSACHUSETTS 02167

THE BOSTON COLLEGE  
SCHOOL OF NURSING

1969-1970

OFFICERS OF ACADEMIC ADMINISTRATION

MARGARET M. FOLEY, R.N., Ph.D.  
*Dean*

SISTER MARGARET MARY, R.S.M., R.N., Ph.D.  
*Assistant Dean*

PAULINE R. SAMPSON, R.N., M.Ed.  
*Assistant to the Dean*

KATHERINE R. McQUEENEY, M.A.  
*Registrar*

JAMES F. GEARY, S.J., A.M., S.T.L.  
*Spiritual Counselor*

TO BE APPOINTED  
*Spiritual Counselor*

MARY L. PEKARSKI, M.B., B.S.L.S.  
*Librarian*

PHYLLIS H. GREEN, R.N., M.A.  
*Director of Guidance*

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COOPERATING HOSPITALS, COMMUNITY AGENCIES  
AND ASSOCIATIONS

BOSTON CITY HOSPITAL, Boston

THE BOSTON FLOATING HOSPITAL, Boston

BROCKTON VISITING NURSE ASSOCIATION AND  
SURROUNDING AGENCIES

CITY OF BOSTON, DEPARTMENT OF HEALTH AND HOSPITALS

COLUMBIA POINT HOUSING PROJECT, Dorchester

JOSEPH P. KENNEDY, JR., MEMORIAL HOSPITAL, Brighton

LABOURE CENTER, South Boston

LEMUEL SHATTUCK HOSPITAL, Boston

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH, Boston

MASSACHUSETTS MENTAL HEALTH CENTER, Boston

NEW ENGLAND CENTER HOSPITAL, Boston

SAINT ELIZABETH'S HOSPITAL, Brighton

SAINT MARGARET'S HOSPITAL, Dorchester

TUFTS-NEW ENGLAND MEDICAL CENTER HOME MEDICAL  
SERVICE

VETERANS' ADMINISTRATION HOSPITAL, West Roxbury

VISITING NURSE ASSOCIATION, Boston

VISITING NURSE ASSOCIATION, Waltham



## HISTORY

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the co-operation of His Excellency, Most Reverend Richard J. Cushing, D.D., Archbishop of Boston, a program was offered in February, 1947, leading to the degree of Bachelor of Science in Nursing or Nursing Education to Graduate Nurses. In September, 1952 this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in Nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar year basic collegiate program was initiated. And in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the college campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

## PHILOSOPHY AND PURPOSE OF THE SCHOOL OF NURSING

As an institution of higher learning, Boston College has as its objective the conservation, the extension, and the diffusion of knowledge by means of the schools, colleges, institutions, and resources of the University with the purpose of fostering, comprehensive and integrated understanding of our intellectual heritage, dedication to the advancement of learning, and a sense of personal and social responsibility.

As an integral part of the University the School of Nursing subscribes to this philosophy. The overall organization and administration of the School of Nursing are in accord with University policies as are the School's standards of admission, academic standing and graduation requirements.

Boston College follows the Jesuit tradition of belief in the particular excellence of a liberal arts education. Accordingly, in the School of Nursing, there is an integration of liberal arts and professional education through the four years. The student's professional education is enriched through the study of liberal arts, and a heightened appreciation of the nature and dignity of man is gained from courses within the professional discipline.

The School of Nursing believes that nursing is a ministerial profession serving God through dedicated service to man; that there are personal satisfactions in nursing derived from the giving of this service; that this service is of a personal nature and implies caring for or helping

people; and for the perfection of this service, the nurse must have an understanding and respect for the nature, dignity, and worth of man.

The undergraduate curriculum of the School of Nursing is designed to develop habits of logical, accurate thinking and clear, effective self-expression; knowledge of the past and present and the nature of man; attitudes of social, civic and professional responsibility, contemporary social awareness and an appreciation of ultimate religious, philosophical and moral values. Courses are directed toward promoting the continuing personal and professional development of the student and enabling her to meet admission requirements for graduate study in nursing.

The basic purpose of the baccalaureate program in nursing is to produce professional nurse practitioners. Opportunities are provided for each student to acquire the knowledge, understanding, attitudes and skills necessary to give comprehensive nursing care in a variety of hospital and community settings, and to assist her in developing a personal philosophy of nursing and of life.

The program provides concepts and principles basic to professional nursing and clinical practice based on the changing health needs of society. Learning experiences are planned for students: (1) to become increasingly skillful in the ministrations of patient-centered nursing, in identifying and solving nursing problems and in dealing with complex human relationships; (2) to participate with other members of the health team in the promotion of health and the prevention of disease; (3) to plan, direct, and coordinate nursing care given by associated nursing personnel; (4) to interpret and demonstrate nursing care to others in hospital settings and in the community; (5) to initiate and bring about changes which will improve the care of patients.

## ACCREDITATION

The program is approved by the Board of Registration in Nursing, Commonwealth of Massachusetts and accredited by the Accrediting Services of the National League for Nursing.

## GENERAL INFORMATION

### LIBRARY FACILITIES

One of the principal factors in the intellectual life of the students at Boston College is the Library. The entire resources of all Boston College Libraries are available for student use. In addition, the School of Nursing has its own professional Library on the top floor of Cushing Hall. The Library consists of books, pamphlets, microfilm and a large collection of periodicals related to nursing. It is a member of the Boston Medical Library, the Catholic Library Association and the Medical Library Association. The other libraries of the University are also available for student use.

## STUDENT PERSONNEL PROGRAM

The educational philosophy of the Boston College School of Nursing places emphasis upon the individual student and her total development as a person. The Guidance Program functions as a medium through which the student is assisted to realize her personal and professional potentialities. The program is under the supervision of a full-time Guidance Director.

The program includes such services as: Orientation, Counseling, Group Guidance, Individual Inventory, Informational Services and Placement. Each semester every student is assigned to a faculty adviser for individual counseling. Guidance is also offered in special areas such as spiritual, health, personal and social adjustment, reading and study skills.

## HEALTH PROGRAM

The Student Health Program is designed to guide the student to attain and to maintain optimum individual health through a program of health education and through certain preventive and remedial services. The program is under the supervision of the School Physician. The School Physician is on call for all emergencies and makes scheduled visits to the school. The Health Office is open during school hours. Health Services include a complete physical examination, health guidance, medical advice, immunization, emergency service and a complete record system.

The school and cooperating hospitals and health agencies do not provide for hospitalization due to accident or illness. The college has established an accident insurance plan which is compulsory for all full-time students. This must be supplemented by sickness insurance either by membership in a family plan or in the college sickness insurance plan. The latter coverage requires an additional premium.

All students are required to participate in the immunization program established by the School.

## CLASS STANDING AND PROMOTION

The standing of a student is determined by a weighted semester average. A review of each student's record is made at the conclusion of each semester by the Committee on Promotions which recommends promotion in the program. A student must maintain a cumulative average of C- as the minimum standard of scholarship. A grade of D in either the theory or clinical component of a course in the nursing major is considered definitely unsatisfactory and will be reviewed by the clinical coordinator for appropriate action. The student may be required to withdraw, repeat the course or continue with a warning.



The college reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and active cooperation in all the requirements of conduct and academic work. In this matter the college believes itself to be the better judge of what affects the best interests of the college and of the student body. Once a student registers and attends college, she is held responsible for the regulations and traditions of the college.

### CLASS ATTENDANCE

As part of their responsibility in their college experience, students are expected to attend classes regularly. However, no penalty is attached to non-attendance. Freshmen who are not on the Dean's List after their first semester are expected to attend all classes.

Student whose irregular attendance at classes threatens to lower their academic achievement or lead to failure will be informed by faculty members or referred to the assistant dean.

At the beginning of a course, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material, will be announced.

IN ALL COURSES WITH NURSING NUMBERS, ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE IS REQUIRED.

### LIVING ACCOMMODATIONS

Boston College provides dormitory spaces in the Hammond Street and South Street complexes for undergraduate men and women. Living in a private home as a tenant or in exchange for light work is another type of housing available in the University area. Many upperclassmen and graduate students group together and rent apartments throughout metropolitan Boston.

For freshmen year, students are encouraged either to reside at home or in a dormitory. Students living within twenty miles of Boston College generally must commute because of the shortage of dormitory space. If housing is desired please note this when making initial application for admission to the school.

On-campus housing is not available to Registered Nurses, graduate students, or married students. Information regarding rooms in private homes and apartments can be secured by writing to the "Off-Campus Housing Office." Since many colleges are located in Boston, apartments sometimes are difficult to locate and the prices will be relatively high. About two months prior to the opening of classes is a good time to begin locating apartments.

### ACADEMIC REGULATIONS

Regulations regarding grades, dean's list, failure, dismissal, attendance at class, absence from examinations, and eligibility for participating in sports, major activities, and class office are published in a Student's Handbook.

# PROGRAM

Leading to  
the Degree of  
BACHELOR OF SCIENCE

The program combines an academic and basic nursing professional course and leads to the degree of Bachelor of Science with a major in Nursing.

The first two semesters are devoted primarily to general academic studies with introductory professional courses and practice in nursing. The third semester the student begins her clinical practice in various hospitals and other health agencies. Instruction and supervision in all courses of study are given by the faculty of the Boston College School of Nursing.

Registered Nurse students are admitted directly into the basic program. Examinations for advanced standing in nursing subjects are required (Medical-Surgical Nursing, Maternal and Child Nursing and Psychiatric Nursing). Those who fail to qualify in one or more of the nursing exemption examinations may be asked to withdraw. Those who qualify in the above-mentioned examinations will receive advanced standing.

Registered Nurse students also may take examinations for advanced standing in the biological, physical and social sciences. Students who qualify in these areas will be exempt from the required courses and will receive advanced standing. Those who do not pass the examinations in the science areas are automatically enrolled for the course or courses required. If for any reason a Registered Nurse student is unable to sit for the examination for advanced standing on the scheduled testing date for her entering group, she must then enroll for the course.

Registered Nurse students are encouraged to enroll for full-time study to complete the requirements for the baccalaureate degree. Leaves of absence are discouraged.

### REQUIREMENTS FOR ADMISSION

Applicants for admission to the Boston College School of Nursing should communicate with the Dean of Admissions, Boston College, Chestnut Hill, Massachusetts 02167. Application forms and complete information regarding entrance requirements will then be furnished.

General Requirements: All applicants to the School of Nursing must complete courses in the areas of English, algebra, geometry, physical sciences, and foreign languages. The minimum requirements are as follows:

English .....	4 years
Algebra .....	2 years
Geometry .....	1 year
Social Studies .....	1 or 2 years
Science .....	2 years

All candidates must take the Scholastic Aptitude Test administered by the College Entrance Examination Board. Students must also take Achievement Tests in English, Mathematics and one elective. Application forms and information bulletins for the College Entrance Examinations may be obtained from the high school Principal or the Director of Guidance or by writing directly to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles 27,



California. It is advised that the Scholastic Aptitude Test be taken in the December series and the Achievement Tests in the January series. Candidates are urged to take these tests not later than March.

In addition applicants must meet the health requirements set by the school and must present evidence testifying to their good moral character and their general ability to meet the standards of the school.

### ADDITIONAL ADMISSION REQUIREMENTS FOR REGISTERED NURSE STUDENTS

Applicants seeking admission as Registered Nurses should return the completed application forms to the Dean of Admissions, Boston College, Chestnut Hill, Massachusetts 02167. Applicants must be graduates of or in the final year of a diploma or associate degree program offered by a state accredited school of nursing. No application can be processed by the School of Nursing Admissions Committee and given final review by the Dean of Admissions, Boston College, until all of the following information has been submitted on official Boston College forms:

(1) A formal application for admission which includes an official high school transcript. (2) A transcript of the nursing school record mailed directly from the Director of the School of Nursing. (3) Official transcripts of all collegiate credits earned at other institutions. (4) A letter of recommendation from the Director of the School of Nursing indicating fitness for college work. (5) A record of pre-entrance physical examination to be completed by your own physician on the Boston College form.

A registered nurse student from another college of approved standing may transfer to Boston College School of Nursing. Those courses will be accepted in transfer which are equivalent to courses offered at Boston College and are of a "B" average. No more than thirty credits will be accepted in transfer from another college. The transfer student must complete at least three semesters in residence at Boston College.

### SCHOLARSHIPS

All scholarship candidates must present certificating "B" grades in all courses and must take the Scholastic Aptitude Test in the December series and the Achievement Tests in English, Mathematics and one elective in the January or March series. Special scholarship applications are sent to the candidates after receipt of the application for admission. Awards are made on the basis of demonstrated financial need as well as on the C.E.E.B. Scholastic Aptitude Test and High School Record. The Parents' Confidential Statement issued by the College Scholarship Service at P.O. Box 176, Princeton, New Jersey, or P.O. Box 27896, Los Angeles 27, California must be submitted.

The holder of a scholarship will be required to maintain a high rank in her class for proficiency, diligence and good conduct.

## STUDENT LOAN

The Tuition Plan is available to those who prefer monthly payment of tuition. Literature is available at the Financial Aid Office.

Nursing-student loan funds are available for qualified applicants (Nurse Training Act, 1964).

The Army and the Navy Nurse Corps offer programs for undergraduate students. Students may apply for appointment in this program at the beginning of junior year.

## ANNUAL EXPENSE REQUIREMENTS

Boston College is not an endowed Institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and for other collegiate requirements.

## SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

*General Fees*

Application fee (not refundable) .....	\$ 10.00
Acceptance Deposit (not refundable, but applicable to tuition) .....	100.00
Registration—new student (not refundable) .....	10.00
Late Registration Fee (additional) .....	10.00
Achievement Examinations Fee .....	5.00
Tuition—payable semi-annually in advance .....	2,000.00
Extra Course—per semester hour credit .....	60.00
Intersession—per credit .....	50.00

*Special Fees*

Tuition—per semester hour—part-time students .....	\$ 50.00
Registration Fee—per semester—part-time students .....	5.00
Biology Laboratory Fee .....	25.00
Chemistry Laboratory Fee .....	25.00
Nutrition Laboratory Fee .....	10.00
Absentee Examination .....	10.00
<sup>1</sup> Certificates, Marks, etc. ....	1.00
Health Fee (payable semi-annually in advance) Including Accident and Hospitalization Insurance .....	70.00
Graduation, including School Pin .....	25.00
Student Identification Card .....	5.00
Renewals .....	2.00

*Uniforms*

<sup>2</sup> Regulation Boston College School of Nursing Uniforms, Coat .....	\$ 90.00
<sup>3</sup> Public Health Nurse's Uniform and Cap .....	18.00
Resident Students Board and Room .....	980.00

<sup>1</sup> No transcript of academic records will be sent from the Office of the Registrar during the periods of Final Examinations and Registration.

<sup>2</sup> Uniform costs are quoted approximately at current rates. These uniforms are required at beginning of the second semester, first year.

<sup>3</sup> Required at the time of the Public Health Nursing Assignment.

Holders of full scholarships are not exempt from the payment of Registration, Laboratory Fees, etc., at the time prescribed.

Payment of tuition and fees must be made by check or Postal Money Order for the proper amount payable to the School of Nursing, Boston College, and sent to:

Office of the Treasurer  
Boston College  
Chestnut Hill, Mass. 02167

### *Refunds*

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar, School of Nursing  
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal notice will determine the amount of tuition refund.

If formal notice of withdrawal is received within two weeks of first class, a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first class, a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first class, a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first class, a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

Any changes in tuition or fees are effective for all students at the beginning of the school year following publication.

The Board of Directors of Boston College reserves the right to change the rate of tuition and fees whenever such action is deemed necessary.



## PROGRAM\*\*

*First Year*

	<i>1st Sem.</i> <i>(per week)</i>	<i>2nd Sem.</i> <i>(per week)</i>	<i>Credits</i>
Biology 1, 2—Anatomy and Physiology .....	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Chemistry 1—Fundamentals of Chemistry ....	2 hrs., 1 lab.		3
Chemistry 2—Organic Chemistry .....		2 hrs., 1 lab.	3
English 001, 002—Rhetoric .....	3 hrs.	3 hrs.	6
*Theology — Freshman Selection .....		3 hrs.	3
Philosophy 22—Philosophy of Man .....	3 hrs.		3
Sociology 101—Introductory Sociology .....	3 hrs.		3
Nursing 002—Introduction to Professional Nursing .....		3 hrs.	2
Psychology 11—Interpersonal Relations .....		2 hrs.	2
Nursing 001—Values in College Life .....	1 hr.		1

*Second Year*

Biology 21 — Microbiology .....	2 hrs., 1 lab.		3
Psychology 40—Human Growth and Development .....		3 hrs.	3
Philosophy 54 — Ethics .....		3 hrs.	3
Nursing 21, 41—Nursing (Medical-Surgical) .....			18
Nutrition 11 — Nutrition .....			2

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\*Not required for non-Catholic student.

\*\*The School of Nursing reserves the right to alter any program or policy outlined in this bulletin.

*Third Year*

	<i>1st Sem. (per week)</i>	<i>2nd Sem. (per week)</i>	<i>Credits</i>
*Theology 50—Sacramental Theology: Life in Christ .....		3 hrs.	3
History 1-2—European Civilization .....	3 hrs.	3 hrs.	6
Nursing 51—Nursing—Care of the Aged ....			6
Nursing 61—The Care of Women .....			6
Nursing 71—Nursing of Children .....			6
Nursing 81—Psychiatric Nursing .....			6
Philosophy .....	3 hrs.		3

*Fourth Year*

**Nursing 91—Introduction to Public Health Nursing .....		6
Nursing 095—Public Health Science .....		3
Nursing 103—Nursing Leadership .....		6
Nursing 105—Senior Nursing Seminar .....	3 hrs.	3
Nursing 100—Issues in Nursing .....	2 hrs.	2
Electives — English .....	3 hrs.	3
Theology .....	3 hrs.	3
Free (2) .....	6 hrs.	6

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\*Not required for non-Catholic student.

\*\*Students should plan on having a car available for use in family visiting when having public health experience.

## HONORS PROGRAM

In addition to the aims of the Nursing Program, it is the further aim of the Honors Program to develop nurses who are both academically and professionally superior. It is the intention that such characteristics of excellence will be visible in a) habits of analysis and reflection; b) self-confidence accompanied by tolerance; and c) the cogent questioning, with appropriate humility; of the assumptions, interpretations, and generalizations of others, whoever the source may be.

Beginning students in the School of Nursing whose records indicate superior aptitude or achievement and who seem sufficiently motivated to attempt the demands of enriched and accelerated courses shall be invited to become members of the Honors Program. There is no opportunity for students to enter the Honors Program after their freshman year. Students must have the recommendation of the Dean of the School of Nursing and the Director of the Honors Program of the College of Arts and Sciences. Participation in the program is voluntary and by invitation only.

## SPECIAL STUDENTS

A mature student who desires to pursue certain courses without becoming a candidate for a degree may be admitted by the Committee on Admissions on presentation of evidence of ability to pursue the courses selected. Work done as a special student cannot count towards a degree unless the entrance requirements of the School of Nursing have been fulfilled, and all courses have had prior approval by a faculty adviser.

## CLASS LOAD AND EMPLOYMENT

Students registered for twelve semester hours credit are considered full-time students. Full-time study is limited to seventeen semester hours during the first semester, and additional hours may be carried in subsequent semesters only after the student has demonstrated an ability to carry the extra responsibility.

A semester hour represents a lecture course which meets for fifty minutes duration once a week throughout a semester; or a laboratory course which meets for one hundred ten minutes duration once a week throughout a semester.

## CLASSES FOR PART-TIME STUDENTS

Each semester courses are offered by the School of Nursing in the late afternoon and evening to accommodate part-time students unable to attend day classes. Information regarding these courses may be obtained within one month of the beginning of the semester. Information concerning general academic courses in the evening may be had by consulting the bulletin of Boston College Evening School.



### INTERSESSION

Clinical Nursing Practice (NU 75) will be offered to Registered Nurse students in June, 1970, only.

### SUMMER SESSIONS

Beginning with the Summer Session of 1970, NU 56 will be offered to Registered Nurse students who have fulfilled the prerequisite (NU 55).

Boston College conducts a Summer Session at which students of the School of Nursing may enroll for academic courses. Prior approval for taking these courses must be obtained from the Registrar of the School of Nursing. Information regarding these courses may be obtained after April 15th, at which time the Bulletin of the Summer Session is available.

### MASTER OF SCIENCE DEGREE FOR NURSES

The Department of Nursing is guided by the philosophy and purposes of the Graduate School of Boston College. Its moral and spiritual values are based on Christian philosophy and theology. Consequently, it strives to inculcate in its students a love of man and respect for his worth and dignity.

The nursing faculty recognizes that today's society demands a nursing profession whose members are educated liberally and who practice their profession competently. To this end, the faculty is dedicated to the cultivation of scholarship; the development of intellectual processes; the expansion of knowledge; and the development of theories of nursing practice.

The aim of the Department of Nursing is to prepare nurses for leadership positions in nursing. Preparation for functioning as a teacher or clinical specialist is provided through selected courses and experiences based on the needs of individual students.

Opportunities are provided for advanced study in four clinical areas of nursing:

- Community Health
- Maternal-Child Health
- Medical-Surgical
- Psychiatric-Mental Health

All programs offer preparation in the functional area of teaching and clinical specialization.

The curriculum is characterized by emphasis placed on:

- (1) Advanced clinical practice and investigation in a nursing specialty;
- (2) selected courses which provide theoretical foundations for both nursing practice and functional area prepara-

tion; (3) research courses designed to introduce the students to methods of investigating health problems; and (4) courses which provide knowledge and insight into the problems confronting nursing and nursing education.

All graduate programs are approved by the Accrediting Service of the National League for Nursing.

U.S. Public Health Service and National Institute of Mental Health Traineeships are available to qualified students.

For further information and application forms, write to:

Chairman, Department of Nursing

Boston College

Chestnut Hill, Massachusetts 02167

## DESCRIPTION OF COURSES

### GENERAL ACADEMIC

#### BIOLOGICAL AND PHYSICAL SCIENCES

##### BIOLOGY 1-2—ANATOMY AND PHYSIOLOGY

A study of the structure and function of the normal human body as a basis for learning the principles of nursing, hygiene and the medical sciences. Anatomical and physiological principles are emphasized in laboratory periods through use of laboratory animals, scientific models and histological preparations.

*Two class periods and one laboratory period per week for two semesters.*

*Six semester hours credit.*

##### BIOLOGY 21—MICROBIOLOGY

A study of the basic physiological and biochemical activities of micro-organisms; effective methods of destruction; mechanisms of drug action on micro-organisms; and the application of serological and immunological principles in nursing.

*Two class periods and one laboratory period per week for one semester.*

*Three semester hours credit.*

##### CHEMISTRY 1—FUNDAMENTALS OF CHEMISTRY

A study of the basic chemical concepts and principles which will make possible a better understanding of vital phenomena and which will serve as a basis for related learnings in the sciences and clinical subjects.

*Two class periods and one laboratory period per week for one semester.*

*Three semester hours credit.*

##### CHEMISTRY 2—ORGANIC CHEMISTRY

An introduction to the chemistry and properties of organic compounds. Recent theories and explanations are gradually introduced for more effective comprehension. Also included is a detailed study of fats, carbohydrates and proteins.

*Two class periods and one laboratory period per week for one semester.*

*Three semester hours credit.*



## ENGLISH

## ENGLISH 001-002—RHETORIC AND INTRODUCTION TO LITERARY FORMS

The general aim of the freshman year is to train the student through disciplined reading of prose and poetry to a recognition of what is best in literature and through frequent writing to a mastery of the effective use of language. The first semester will emphasize expository and argumentative writing in association with a study of the rhetorical techniques of invention and disposition. Though the second semester will continue the study of rhetoric, especially style, the main emphasis will fall on the reading of poetry, drama, and imaginative prose, and the analysis of literary forms.

*Three class periods per week for two semesters.*

*Six semester hours credit.*

## PHILOSOPHY

## PHILOSOPHY 22—PHILOSOPHY OF MAN

This course considers the evidence of personal experience, philosophy, and science in its appraisal of the true nature of man as possessing an immaterial intellect and will, rooted in a spiritual soul. The senses, emotions, and passions of man are also discussed. The sources for this course are found in the ancient, medieval, and modern philosophers, together with insights gleaned from contemporary writers in phenomenology and existentialism.

*Three class periods per week for one semester.*

*Three semester hours credit.*

## PHILOSOPHY 54—ETHICS

This course applies general moral principles to the concrete situation. Thus, the values and obligations attached to inter-personal relations, family life, civil rights and duties, social justice, and religion are concretized by examples and rooted in the general system of values.

*Three class periods per week for one semester.*

*Three semester hours credit.*

## PHILOSOPHY JUNIOR YEAR

*Three class periods per week for one semester.*

*Three semester hours credit.*

## SOCIAL SCIENCES

## HISTORY 001-002—EUROPEAN CIVILIZATION SINCE 1500

This course will trace the major developments of Western Civilization from the emergence of Modern Europe to the present era.

*Two class periods per week for two semesters.*

*Six semester hours credit.*

## PSYCHOLOGY 11—INTERPERSONAL RELATIONS

The course is designed as a synthesis of Theology, Morality and Psychology. Principles concepts, and operational skills essential to the development of freedom, insight and a creative style of participation in qualitative living are emphasized.

*Two class periods per week for one semester.*

*Two semester hours credit.*

## PSYCHOLOGY 40—HUMAN GROWTH AND DEVELOPMENT

An introductory course concerned with the physical, emotional, psychological, social and spiritual development of the human being from conception through adolescence. Organization is around developmental stages and the associated developmental tasks.

*Three class periods per week for one semester.*

*Three semester hours credit.*

## SOCIOLOGY 101—INTRODUCTORY SOCIOLOGY

This course gives a systematic view of social life in its structural and dynamic aspects. Special consideration is given to those socio-cultural relationships, processes, and traits which are common to all classes of social phenomena.

*Three class periods per week for one semester.*

*Three semester hours credit.*

## THEOLOGY

## THEOLOGY—FRESHMAN COURSE ELECTION

*Three class periods per week for one semester.*

*Three semester hours credit.*

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THEOLOGY 50—SACRAMENTAL THEOLOGY—LIFE IN CHRIST

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual man with God, and requires, normally, union with Christ in Church by means of the sacraments. The Church, as the Sacrament of Christ, the Sacraments of Initiation, of Penance, and of Marriage are the chief subjects in this course.

*Three class periods per week for one semester.*

*Three semester hours credit.*

## NURSING

## NURSING 001—VALUES IN COLLEGE LIFE

The course is designed to explore and to create and deepen values in college life.

*One semester hour credit.*

## NURSING 002—INTRODUCTION TO PROFESSIONAL NURSING

This course is designed to develop in the student an awareness of current trends and concepts in professional nursing. Beginning skills and attitudes essential to nursing care are introduced and practiced through the application of scientific and nursing principles.

Theory, laboratory sessions and field trips to clinical agencies are provided.

*Two semester hours credit.*

## NUTRITION 11—NUTRITION

This course relates knowledge of the biological and physical sciences to the study of normal nutrition principles as they affect all age groups. Socio-economic and psychologic factors, involved in food choice, are also considered.

A four-hour laboratory class is provided to explore the practical aspect of food preparation and the planning of both normal and modified diets. In addition, a student planned Foreign Food Fair has become tradition.

*Two class periods per week for one semester.*

*Two semester hours credit.*

## NUTRITION 13—INTEGRATED NUTRITION EXPERIENCE

Formal classes and selected learning experiences in nutrition are included in the medical-surgical areas in the Sophomore and Senior years.

Guidance from the instructor is provided both on the ward and in student diet conferences, as the student analyzes and seeks solutions to the patient's nutrition problems.

Through her need for a knowledge of therapeutic diets and her increasing skill in modifying them for her patients' needs, she is able to appreciate the role of diet therapy as an integral part of medical prophylaxis and treatment.



**NURSING 21-41—NURSING CARE I-II (Medical-Surgical)**

Many varied approaches to individualized nursing care of the patient in the general hospital setting are presented. A two semester span is utilized to develop understanding of common health problems experienced by members of the community. Selected experiences are designed to develop in each student the ability to assess patient needs and carry through a plan of nursing care.

Integration of nutrition and interpersonal relationships provide for understanding patient needs.

*Eighteen semester hours credit.*

**NURSING 51—THE AGING PROCESS AND RELATED HEALTH GOALS**

This course will focus on nursing in the complex and extensive health problems of persons with acquired, permanently disabling illness. Because middle and older aged persons comprise the major portion of this patient population, emphasis will be placed on the normal physiological and psychological aspects of the aging process and the developmental tasks of these age groups. This knowledge will then serve as the foundation for an understanding of problems which arise when long-term illness occurs. The nature of disability and the kinds of intervention which are appropriate will be identified and explored. The necessary knowledge and skills which the nurse uses in identifying patient problems and in assisting these persons to attain realistic goals will be developed.

Selected clinical experiences will be utilized to strengthen and enlarge the theoretical concepts developed throughout the course.

*Six semester hours credit.*

**NURSING 55—THE BASES OF PROFESSIONAL NURSING**

The Registered Nurse student is provided an opportunity to broaden her concept of professional nursing through study of the elements of professional practice, including a systematic assessment of a patient's needs, identification of appropriate nursing actions, development of a plan of care based on definite goals, implementation of the care plan, and evaluation of the effectiveness of the care.

*Three semester hours credit.*

**NURSING 56**

The Registered Nurse student is encouraged to improve her practice of nursing by increasing skill in the assessment of patients' needs, and in the development, implementation and evaluation of individualized nursing care plan. Prerequisite NU 55.

*Six week Summer Session.*

*Eight semester hours credit.*

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NURSING 60—MATERNAL AND CHILD NURSING PROGRAM

This program consists of three closely related learning experiences. Students having clinical experiences in Maternity Nursing and the Nursing of Children meet together in regularly scheduled classes to discuss content that is common to both areas.

## NURSING 61—THE CARE OF WOMEN

This course focuses on the nursing management of the woman patient throughout the reproductive cycle. The influence of function and dysfunction of women's reproductive capacity throughout the life cycle is considered. Emphasis is placed on the uniqueness, maintenance and normalcy of her reproductive function, including obstretical and gynecological aspects, preparation for marriage and family living, and care of the newborn infant.

During clinical practice sessions, attention is concentrated on the child-bearing process. Selected clinical experiences are offered during other phases of the reproductive cycle.

*Six semester hours credit.*

## NURSING 71—THE NURSING OF CHILDREN

The course offered during the junior year provides an opportunity for the student to learn about the health problems of infants and children. Current trends and nursing skills used in meeting the physical and emotional needs of the individual child who is ill and in recognizing the impact of illness on the child and the family are stressed. Correlated experience is arranged in selected divisions of two children's hospitals and out-patient facilities.

*Six semester hours credit.*

## NURSING 75

A course in Maternal and Child Nursing planned for the Registered Nurse student. The emphasis is on clinical practice.

*Five semester hours credit. 1970 only.*

## NURSING 81—PSYCHIATRIC NURSING

Following an initial orientation to the philosophy of the psychiatric experience, the student is assigned to two patients to study the content and process of the development of a 1:1 relationship with a mentally ill-patient. The focus of the student's experience is: (1) the use of self as a catalyst for change, growth and self-creativity in another individual; (2) the rationale and technique of purposeful intervention and (3) the creation of a therapeutic milieu. As a member of the psychiatric team, the student participates in a constant interchange of critical observation, analysis, communication, supervision and consultation with a variety of individuals; patients, hospital staff, peers, family and community members.

*Six semester hours credit.*

**\*NURSING 91—INTRODUCTION TO COMMUNITY HEALTH NURSING**

Major emphasis in the Community Health Nursing course is placed upon the family and the community, the promotion of health and prevention of illness within both of these settings. Con-comitantly, the course also emphasizes the teaching of the care of the sick outside of the hospital setting, the development of relationships which help people to modify health behavior and promote health attitudes, and the utilization of Public Health Science tools such as the epidemiological approach and demography. Finally, the course seeks to focus on Community health nursing concepts which are essential to nursing care in any setting.

*Six semester hours credit.*

**NURSING 95—INTRODUCTION TO PUBLIC HEALTH SCIENCE**

The purpose of this course is to present to the student a broad view of public health programs as practiced by official and voluntary agencies. Emphasis is placed on the understanding of health and social problems of the community and family. Special consideration is given to current programs in public health. The growing interest in medical care is presented as an integral part of public health. The course is intended not only for the student primarily interested in public health but also for those whose interests are centered in some other field of nursing. For both groups, stress is placed on the expanding horizon of public health programs. It includes principles of bio-statistics, environmental sanitation and current research in the field of public health. The principles of epidemiology as applicable to communicable and non-communicable disease are presented.

*Three semester hours credit.*

**NURSING 100—ISSUES IN NURSING**

The orientation of the prospective professional nurse to economic, social and educational trends, both past and present, and their influence on modern nursing. Nursing organizations and opportunities, legal and professional relationships and responsibilities are discussed. Guidance is offered in the development of a vocational plan, after careful analysis of interests, opportunities and qualifications.

*Two semester hours credit.*

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\*Students should plan on having a car available for use in family visiting when having public health experience.



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NURSING 103—NURSING LEADERSHIP

During this senior clinical experience the student has the opportunity to demonstrate her ability to utilize the understandings, skills and attitudes previously acquired in her basic courses. The experience includes planning, administering, managing, and evaluating nursing care for a number of patients within a clinical unit where the team nursing plan is utilized.

*Six semester hours credit.*

## SENIOR NURSING SEMINAR 105

Independent study related to the identification of a nursing problem and the testing of specific nursing approaches. Seminar sessions are designed to explore means of providing improved care of individuals through nursing intervention as planned and implemented by students in the seminar group.

*Three semester hours credit.*



THE EVENING COLLEGE OF  
ARTS, SCIENCES AND  
BUSINESS ADMINISTRATION



CHESTNUT HILL, MASSACHUSETTS 02167



EVENING COLLEGE  
OF  
ARTS, SCIENCES  
AND  
BUSINESS ADMINISTRATION

ADMINISTRATIVE OFFICERS

REV. JAMES A. WOODS, S.J., M.A.T. .... *Dean*  
ALICE JEGHELIAN, Cand. Ph.D. .... *Coordinator for Student Services*  
DORIS T. TROMBLY, A.B. .... *Assistant to the Registrar*

ACADEMIC COUNCIL

JAMES A. WOODS, S.J., <i>Chairman</i>	ALICE JEGHELIAN
DAVID R. CUMMISKEY, S.J.	JOHN L. MAHONEY
ARTHUR L. GLYNN	JOHN J. MURPHY, S.J.
KATHARINE M. HASTINGS	THOMAS H. O'CONNOR

TRADITION AND RELEVANCE

An ideal educational experience prepares students in some way for their participation in today's complex society. The Evening College at Boston College attempts to educate socially-responsible citizens and leaders by providing its students with a broad learning experience. Respect for traditions has remained; relevance to the modern world is being emphasized.

FACULTY

Instruction in the Evening College is generally given by the Boston College full-time faculty. Academic challenges are assured the student from such qualified professors.

STUDENTS

The Evening College student body creates an extra dimension in undergraduate coeducation at Boston College. Many students are married and have children; a few have grandchildren. All ages, all backgrounds, and all types of employment are represented among this highly motivated student body. More than one half of the students are degree candidates. Others are taking courses which will help to advance their careers or are studying for their own intellectual stimulation. Some of these, experiencing courses well taught, will become degree candidates.

## OBJECTIVES

Boston College is dedicated to excellence—in academic programs, in research efforts, in public service, in all of its endeavors. The specific objective of the Evening College is to provide a liberal professional education for men and women, both young and old, who have the desire to advance their natural powers and talents through higher education.

Many serious and ambitious men and women aspire to fulfill a meaningful role in the world and desire to improve their educational preparation for the lives they lead but find it impossible to consider a full-time college program. Through evening classes at Boston College working adults are able to acquire the desired education without sacrificing work and home responsibilities.

The curriculum of the Boston College Evening College makes it possible for a student to earn an undergraduate degree in five years or even in four years if summer courses are pursued. The college offers an opportunity to students to begin a college education, continue previous programs, improve their knowledge and skills, as well as study for self improvement or a vocational interest.

The Evening College at Boston College serves:

*\* Those high school graduates who wish to work toward a degree while employed.*

*\* Those desiring to continue interrupted college programs who can no longer consider a full-time program.*

*\* Those requiring courses for transfer to other colleges.*

*\* Those interested in additional educational or cultural growth though not seeking a college degree.*

*\* Those interested in professional improvement and advancement.*

*\* Those desiring college level activities to fill increasing leisure hours.*

## DEGREES

The curriculum of the Boston College Evening College makes it possible for a student to earn an undergraduate degree in five years or even in four years if summer courses are pursued. Programs are offered leading to the following degrees:

*Bachelor of Arts*—with concentration in American Studies, Economics, English, History, Psychology, Sociology, or Social Studies.

*Bachelor of Science*—with concentration in Accounting, General Business, or Management.

*Associate in Arts*—three year terminal degree program in any concentration. The sixty credits must be completed in three years and there must be no deviation from the prescribed program.

### SPECIAL STUDENTS

Individuals who wish to receive collegiate credit but do not plan to earn a degree from the Evening College may arrange at registration to enroll as *special students*. Special students must take courses under the same standards and conditions as Evening College degree candidates.

### AUDITORS

At registration students not concerned with credit may enroll in some courses as *auditors*. Auditors must attend class regularly; they are not required to take examinations; they never receive collegiate credit for the course.

### LOCATION AND SESSIONS

The Evening College offices are situated in Fulton Hall, Room 317. The office is open from 9:00 a.m. until 4:45 p.m. Monday through Friday; it is closed on legal holidays, holy days and Good Friday. On nights the Evening College schedules classes, the office is also open from 6:00 p.m. to 8:30 p.m.

From September to May classes are held each weekday evening from 7:00 p.m. to 9:30 p.m. There are no sessions on Saturday. The Evening College does not schedule summer classes, but with written authorization of the Dean students may continue their degree program in the Boston College Summer Session.



## PROGRAM OF STUDIES

To graduate from the Evening College a student must pass forty three-credit courses with a cumulative average of at least C-. The curriculum is composed of general course requirements and elective opportunities in a field of concentration.

The general course requirements provide the educational background which is considered desirable for all students. The courses in English offer an opportunity to develop writing-skills and effective communication. The requirements in philosophy and theology are designed to promote a proper evaluation of the student's life-goals and an appreciation of the values of a Western heritage. Historical studies teach the student to analyze past civilization and cultures, while the social sciences prepare him to analyze his own. The courses in mathematics and sciences improve the student's power of analysis and introduce him to the scientific method. Normally these general requirements are completed before a student begins intensive and specialized work in a major or field of concentration.

The general curriculum required of all degree candidates:

### HUMANITIES (*30 credits*)

Prose Composition and Study of Poetry	6 credits
Effective Communication in Literature	6 credits
Problems of Philosophy	6 credits
History of Western Religious Thought	6 credits
Additional three credit elective course in Philosophy and in Theology.	

### SOCIAL SCIENCES (*18 credits*)

European Civilization Since the Renaissance	6 credits
Additional six credit introductory courses in two of the following: Economics, History of American Civilization, Psychology or Sociology.	

### NATURAL SCIENCES (*6 credits*)

Six credit course in either Mathematics or Science.

### FIELD OF CONCENTRATION

In order to give unity to elective studies and to undertake specialized preparation in an area of special interest, a student selects one elective branch as a major or field of concentration. Twenty-four credits of upper-division instruction are taken in the elected area.

### RELATED ELECTIVES

Forty-two credits are elected by the student in areas closely related or required by his field of concentration.

## COUNSELING AND GUIDANCE

Personal and educational counseling services are provided by the Evening College for students who are uncertain about their major or choice of career, for students experiencing some difficulty in adjusting to the dual demands of their studies and their continued responsibilities to family and job, and for students with concerns of a personal nature which they would like to discuss with an experienced counselor. Students seeking these services are encouraged to drop in to the Evening College Office (Fulton 317) and make an appointment for a conference with the Counselor. Counseling conferences are confidential and do not become part of a student's record.

## GENERAL ACADEMIC CONSULTATION

The faculty and staff of Boston College are available to students of the Evening College for consultation regarding curriculum, choice of courses, and other problems of an academic nature. Students should arrange appointments directly with their individual professors or with the Chairman of a department. The Dean of the Evening College and the Assistant Registrar are, of course, also available and can be reached in the Evening College Office, Fulton 317.

## PLACEMENT

The Placement Office offers assistance in obtaining information about the nature and requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields. These services are available to Evening College students and graduates.

## THE LIBRARIES

The libraries of chief interest to the Evening College students are the Bapst (General) library with a collection of over 300,000 volumes and the Business Administration Library located in Fulton Hall with a collection of over 40,000 volumes.

Library hours are as follows: academic weekdays from 9:00 a.m. to 11:00 p.m.; on Saturdays from 9:00 a.m. to 5:00 p.m. and on Sundays from 1:00 p.m. to 10:00 p.m.

## THE STUDENT COUNCIL

The Evening College encourages the development of a mature spirit of self-government in its Student Council. Five representatives are elected from each class who meet in regular sessions with the Dean to plan the student activities of the year. The representatives from each class to the Student Council for the 1969-70 academic year are as follows: Class of 1970: Mary Curran, Elaine Donovan, Deane Haskell, Joan MacNeil, and Anne Tully; Class of 1971: Mary Hannon, Robert Jordan, Maryann Mohan, Francis Redmond, and Brother John Spencer, S.J.; Class of 1972: Thomas Doolin, Joseph Feeney, Edward Kay, John Shine, and Kathleen Tully; Class of 1973: Joan Ambrogne, Kenneth Chizauskas, Rosemary Mohan, Kevin Plunkett and James Saleeby.

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### STUDENT ACTIVITIES

The Evening College believes that all learning does not take place exclusively in the classroom. The "extra-curriculum" can provide meaningful experiences which add broadly to the social and personal learning that occurs during college. The cafeteria in McElroy Commons provides an opportunity for informal social gatherings of students for meals prior to class and coffee following class. Through group activities outside the classroom Evening College students can apply and share some of the knowledge gained from their academic studies and in so doing can learn more about themselves and others. Students are urged to take advantage of the leadership opportunities which exist in the student council and in the student activities program. The Evening College Office can provide more information regarding these programs and other student personnel services.



## ADMISSION TO DEGREE PROGRAMS

### HIGH SCHOOL PREPARATION

Candidates for admission to a degree program in the Evening College are usually graduates from an academically orientated curriculum of an accredited high school. While the secondary school unit requirements for admission to Boston College are flexible, the best preparation includes the study of English, algebra, geometry, social sciences, and foreign languages. Students are admitted to the Evening College on the overall quality of their scholastic record from high school. Persons in doubt as to whether their high school preparation meets these requirements may consult with the Dean.

### ENTRANCE EXAMINATIONS

All applicants for admission to degree work in the Evening College, with the exception of those candidates applying for admission from other colleges, in addition to having a satisfactory high school background must successfully pass entrance examinations conducted by the Evening College. These examinations consist of a series of objective tests, designed to measure aptitude, achievement and reading comprehension, and are held in January and September of each year.

### ADMISSION PROCEDURE

1. Applicants should request a copy of the Boston College Evening College application.
2. The directions given on the application form should be carefully followed.
3. The candidate should fill in completely the information desired on pages 1 and 4 of the application form.
4. The application form should then be forwarded to the principal of the secondary school from which the applicant graduated with the request that:
  - a) the principal complete the information desired on pages 2 and 3;
  - b) the principal mail the completed application form to the Registrar of the Evening College.
5. In the case of an applicant who has attended more than one secondary school, he should request the principal of any secondary school attended prior to the one from which he graduated to mail a transcript of his record to the Registrar of the Evening College.

N.B. It is important that secondary school records come directly from the office of the principal to the Registrar of the Boston College Evening College. Records brought by students will not be accepted as official.
6. Arrange with the Registrar of the Evening College to take the entrance examinations on one of the scheduled administration dates.

### ADMISSION BY TRANSFER FROM OTHER COLLEGES

Students who have pursued studies in duly accredited colleges may receive credit for their scholastic work, provided it has been done in acceptable subjects and is of high standards.

Admission to advanced standing will be conditioned by the following considerations:

1. A minimum of sixty (60) semester hours must be earned at Boston College to qualify the student for a Boston College degree. This is a minimum requirement; it is *not* a guarantee that the maximum amount of credit in transfer will be accepted in any particular case.

2. To be acceptable, credit must represent work which is applicable to a current curriculum in the Evening College and must be equivalent in content and quality to the courses for which it is offered as a substitute.

3. Only courses in which the applicant has received a grade of at least C will be considered.

4. The maximum credit in transfer which can be allowed for one full year of work will be thirty (30) semester hours.

5. Allotment of credit in transfer will not be given until the student has earned twenty-four (24) semester hours of credit at the Boston College Evening College.

An applicant for advanced standing must file the following:

1. The regular application for admission to the Boston College Evening College with pages 1 and 4 properly completed.
2. An official copy of the candidate's secondary school record must come directly from the office of the principal to the Registrar of the Boston College Evening College.
3. An official transcript of all college courses, including certificate of honorable dismissal, must be forwarded directly to the Registrar of the Evening College from the Office of the Dean or Registrar of the College previously attended. Personal presentation of such records by the applicant will not be accepted as official.
4. A catalogue of the college from which the candidate is transferring.

### CORRESPONDENCE

Regarding admission or transfer, correspondence should be addressed to the Registrar, Evening College, Fulton Hall, Boston College, Chestnut Hill, Massachusetts 02167.

### VETERANS' NOTICE

Veterans enrolling in the Evening College under the new Educational Assistance Act (Chapter 34, Title 38, U.S. Code) must present their Certificate of Eligibility to the Registrar's Office and at the time of registration request the Registrar to send an Enrollment Certificate to the Veterans' Administration. Students receiving benefits under the War Orphans Assistance Act (P.L. 634), children of totally disabled veterans and widows of veterans should follow this procedure.

## FINANCES

### GENERAL FEES

Tuition per semester hour credit .....	\$ 45.00
Tuition per course .....	135.00
Auditors, per course .....	67.50
Registration: First registration .....	5.00
Subsequent registration (per academic year) .....	2.00
Late registration .....	5.00
Student Activity Fee (per academic year) .....	5.00

### SPECIAL FEES

Entrance Examinations .....	5.00
Absentee Examination .....	10.00
Transcripts .....	1.00
Laboratory Fees:	
Language (per semester) .....	5.00
Science (per semester) .....	15.00
Graduation .....	10.00

The Trustees of Boston College reserve the right to change the rate of tuition and fees whenever such action is deemed necessary.

## PAYMENTS

All fees and tuition charges are due and payable in full at the time of registration.

Holders of scholarships or those entitled to tuition remuneration are not exempt from the payment of the fees.

All payments should be made at the Treasurer's Office, Gasson 100. Please make all checks payable to Boston College Evening College.

Any arrangement for payments of tuition other than that listed must be approved by the Financial Aids Officer, Gasson Hall, Room 217, and no student will be admitted to either the mid-term or final examinations unless all financial obligations have been satisfied.

Auditors are required to pay all tuition and fees at the time of registration. No refunds are made to auditors.



## WITHDRAWAL FROM COURSE

January 5, 1970, is the final date for written withdrawal from a first semester course. The final date for withdrawal from second semester classes is April 30, 1970. Such withdrawal must be made in writing to the Registrar of the Evening College. For a course from which a student thus withdraws, a grade of W and no academic credits are granted.

Students who fail to take final examinations in courses from which they have not withdrawn in writing on or before these specified dates will incur a failure in the courses in question.

## REFUNDS

Fees are not refundable.

No refunds are made to auditors.

Tuition is refundable subject to the following conditions:

A. Notice of withdrawal must be made in writing and directed to:

Registrar  
Evening College  
Fulton Hall, Boston College  
Chestnut Hill, Massachusetts 02167

B. The date of receipt of withdrawal notice will determine the amount of tuition refund.

If formal notice of withdrawal is made within two weeks of first class a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first class a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first class a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first class a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

## LOANS, TUITION REMUNERATION, SCHOLARSHIPS and AWARDS

### LOANS

Details on loans and grants available to students through the National Defense Education Act can be obtained from the Financial Aids Officer, Mr. John E. Madigan, Gasson Hall, Room 217.

### TUITION REMUNERATION

Full-time employment on the office staff of Boston College carries with it full tuition remuneration for Evening College course work. Interested students should contact the Office of Personnel Relations, Gasson Hall, Boston College, telephone 332-3200, Extension 2117.

### SCHOLARSHIPS

#### THE MICHAEL J. HARDING, S.J. SCHOLARSHIP

In September, 1948, the Michael J. Harding, S.J. Scholarship was created. This is a full scholarship of one thousand and eighty dollars annually for five successive years, and was founded to honor the memory of Father Harding, former Dean of the Evening College.

This scholarship is to be awarded annually on the basis of competitive examinations. Scholarship candidates must signify their intention to stand for the competitive examinations and must fulfill all the requirements of entrance procedure as outlined in this catalogue, *previous* to the examinations. These examinations consist of a series of objective tests, designed to measure aptitude, achievement and reading comprehension.

The holder of a scholarship will be required to maintain a high rank for proficiency, diligence and good conduct. An average of 80 per cent must be attained by all who hold scholarships.

#### THE WILLIAM J. MCGARRY, S.J. SCHOLARSHIPS

Four scholarships at the Evening College of Arts, Sciences and Business Administration are known as the William J. McGarry, S.J. Scholarships. These scholarships were founded to honor the memory of the Reverend William J. McGarry, S.J., former President of Boston College, an eminent educator and outstanding scholar.

These four scholarships comprise: (1) a full scholarship of one thousand and eighty dollars annually for five successive years; (2) a one-half scholarship of one thousand and eighty dollars annually for the first three years; and (3-4) two of one thousand and eighty dollars annually to students for their first year. Candidates for the William J. McGarry, S.J. Scholarships must meet the same requirements and follow the same procedure as outlined for the Michael J. Harding, S.J. Scholarship.

The decision of the Committee of Admissions is final in determining the awarding of scholarships.

## AWARDS

The following awards are made annually at Commencement:

Gold Medal: Donated by the Evening College Alumni in the memory of Reverend Daniel F. X. O'Connor, S.J. for the student who has been outstanding throughout his or her college career in both extra-curricular and scholastic activities.

Richard M. Lombard Medal: Presented in memory of a beloved professor to the student who attained the highest average throughout his or her college career.

Rev. Michael J. Harding, S.J. Medal: Presented to the Senior who in the judgment of the faculty has been outstanding in character, loyalty and scholarship.

Rev. Walter F. Friary, S.J. Medal: Awarded to that student who has attained the highest average in Philosophy throughout his or her college career.

Rev. George A. Morgan, S.J. Medal: Awarded to that student who has attained the highest average in Theology throughout his or her college career.

Joseph W. McGuinness Medal: Presented in memory of a former graduate of the Boston College Evening College, to that member of the graduating class whose work in the Social Sciences has been outstanding.

Harry M. Doyle Medal: Given in memory of a beloved professor to a student in the graduating class for excellence in all courses in the field of History and Government.



## ACADEMIC REGULATIONS

### DEGREES WITH HONORS

The degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades: with Highest Honors (*summa cum laude*), with High Honors (*magna cum laude*), and with Honors (*cum laude*). At least sixty credits must be earned at the Boston College Evening College to establish eligibility for a degree with honors.

### DEAN'S HONOR LIST

The Dean's Honor List, published at the end of each semester, ranks degree students registered for three or more courses according to their averages for that semester: First Honors (92 or over), Second Honors (88 - 91.9) and Third Honors (84 - 87.9).

### STUDENT EVALUATION

The grading system consists of twelve categories, as follows: A (96), A— (92), excellent; B+ (88), B (85), B— (82), good; C+ (78), C (75), C— (72), satisfactory; D+ (68), D (65), D— (62), passing but unsatisfactory; E (55), failure.

Official reports of the semester grades will be mailed to each student. Grades will not be announced to the students either privately or publicly by professors without the permission of the Dean.

### SEMESTER EXAMINATIONS

Written examinations are held at the close of each semester on the subject matter completed in that semester. Students who have not received a passing grade in class work, tests, recitations and assigned readings, incur a deficiency, and are not eligible to take the semester examination in the course.

Students who are absent from examinations may be permitted to take an absentee examination with the Dean's approval provided a certified and acceptable reason for the absence is filed with the Dean within a twenty-four hour period of the incurred absence. In addition, they must file at the Office of the Registrar an official application to take the absentee examination and pay a fee of \$10.00.

### CLASS ATTENDANCE

Since Evening College classes meet only once a week, attendance in class is especially necessary.

### REQUIREMENTS FOR GOOD STANDING

In order to remain in good standing a student must maintain a cumulative average of C— as the minimum standard of scholarship. Failure to maintain a C— average in one semester will result in the degree candidate's being placed on probation. Probation may be removed only by receiving a C— average or better in the next semester of full attendance. Degree students with three failures in any semester or a student on probation with a semester average less than C— will be required to withdraw from the Evening College.

### APPROVAL OF PROGRAMS

Students enrolled at the Boston College Evening College as candidates for a degree must follow a curriculum prescribed by the College.

Such students will not be permitted to follow courses in any other college at the same time without the permission of the Dean. Those who are not candidates for a Boston College degree are not included in this proscription.

### REGISTRATION PROCEDURE

Formal registration takes place prior to *each* semester, and not merely once a year. Class slips and bill-forms obtained in the registration process are to be taken immediately to the Treasurer's Office in Gasson Hall. At the time of registration or before the first day of class, all are expected to pay all semester fees and tuition. The class slips which contain the name and course number for each course for which the student is registered must be stamped in the Treasurer's Office before the first class and presented to each professor. Such endorsement indicates the complete fulfillment of all financial obligations.

### STUDENT RESPONSIBILITY

Each student has the responsibility of being thoroughly informed about the regulations of the Evening College as outlined in this catalogue and other regulations and announcements posted on the Evening College Bulletin Board in Fulton Hall.

### ORIENTATION PROGRAM

In order to introduce the new students to the administration and to acquaint them with the facilities afforded at the Evening College, the Student Council offers an informal orientation evening at the beginning of the school year. At this time representatives from every class are delegated to welcome the newcomers and to act as guides, directing them through the offices, the classrooms and the libraries as well as explaining the duties and responsibilities of each student. The evening concludes with a reception and mixer.

### TRANSCRIPTS OF RECORDS

Official transcripts of records cannot be given to students or graduates, but must be mailed directly to institutions or persons considering the applicant for admission or employment. The first transcript is furnished free. A fee of one dollar is charged for each additional copy. No transcripts are issued during examination or registration periods.

THE EVENING COLLEGE RESERVES THE RIGHT TO MAKE CHANGES AND ADDITIONS IN ITS OFFERINGS, REGULATIONS AND CHARGES WITHOUT EXTENDED NOTICES.

## ACCOUNTING

*Chairman:* ARTHUR L. GLYNN

Office—Fulton 315

Designed to provide students with a broad understanding of the theory and techniques of accounting, the comprehensive training prepares majors for executive positions in business or government, such as that of controller, chief accountant, internal auditor or budget director and also provides intensive training for those students who intend to practice as Certified Public Accountants. The accountancy program is recommended as valuable for those who aspire to any field of business activity.

The required program includes thirty credits in Accounting and completion of the general liberal and business curriculum.

Suggested schedule for Bachelor of Science degree in Accounting:

### FIRST YEAR

Prose Composition	Study of Poetry
Elementary Accounting I	Elementary Accounting II
Mathematical Analysis	Mathematical Analysis
Western Religious Thought I	Basic Problems Philosophy

### SECOND YEAR

Communication in Literature I	Communication in Literature II
Principles of Economics I	Principles of Economics II

### SECOND OR THIRD YEAR

Account Control	Cost Accounting
Intermediate Accounting I	Intermediate Accounting II
Advanced Problems Philosophy	Western Religious Thought II

### THIRD YEAR

Introduction to Management	Principles of Marketing
Social Science	Social Science
Money and Banking	Economic Statistics

### FOURTH YEAR

Social Science	Social Science
Corporation Finance	Business Law

### FOURTH OR FIFTH YEAR

Tax Accounting	Auditing
Financial Administration	ADP Systems & Control
Advanced Accounting	Advanced Accounting Problems
Humanities Elective	Humanities Elective

### FIFTH YEAR

Elective	Business Policies
Elective	Elective



**AC 1—ELEMENTARY ACCOUNTING I**

The basic principles necessary for an intelligent understanding of the books and records used in business are stressed. Financial transactions are studied and alternative treatments are analyzed for the recording of sales, purchases, depreciation and balance sheet items. The theoretical aspects of accounting are emphasized throughout the course, although adjustments, working papers and the preparation of financial statements are also stressed.

*First semester—Tuesday*

*Professor McDonough  
Professor Jepsen*

**AC 2—ELEMENTARY ACCOUNTING II**

Basic concepts and procedures of accounting are further developed. Trading and manufacturing operations of business organizations are studied. Analysis of various types of assets and liabilities is made. Statement analysis is emphasized; fund statements, cash flow statements and some basic concepts of consolidations are explored.

*Second semester—Tuesday*

*Professor McDonough  
Professor Jepsen*

**AC 31—ACCOUNT CONTROL**

A managerial control through the use of cost data is stressed. Among the subjects covered are budgeting, standard cost analysis, cost-volume-profit relationship, differential costs, direct costing and distribution cost analysis.

*One semester course — Offered both semesters*

*First semester—Thursday*

*Second semester—Thursday*

*Professor Keelan  
Professor Keelan*

**AC 51—INTERMEDIATE ACCOUNTING I**

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between various financial statements is constantly reaffirmed. Asset items of the balance sheet are treated comprehensively.

*First semester—Wednesday*

*Professor Dmohowski*

**AC 52—INTERMEDIATE ACCOUNTING II**

During the second semester liabilities, reserves, funds and stockholders equity items are thoroughly treated. The development of accounting judgment to support executive policy is emphasized. Presentation is made of the analysis of financial statements through the use of ratio method and the consequent critical appraisal attendant upon this method of analysis is stressed.

*Second semester—Wednesday*

*Professor Dmohowski*

**AC 101—ADVANCED ACCOUNTING**

This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. Mergers and pooling problems are stressed. Special problems in fund and budgetary accounting for governmental entities and hospitals are covered.

*First semester—Wednesday*

*Professor Zappala*

**AC 102—ADVANCED ACCOUNTING PROBLEMS**

The purpose of this course is to develop in the student the ability to solve a variety of miscellaneous complex problems in order to prepare him for either public professional examinations or executive accounting work in private business. This is attained through a study of typical cases and exercises of the American Institute of Certified Public Accountants. Cases in controllership providing training in the collection, analysis and presentation of information for modern business management is thoroughly discussed.

*Second semester—Wednesday*

*Professor Glynn*

**AC 103—TAX ACCOUNTING**

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws.

*First semester—Thursday*

*Professor Cregan*

**AC 111—AUDITING**

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the preparation of working papers and reports, the relationship with the client and professional ethics. The materials used are practice sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instruction on his assignments.

*Second semester—Thursday*

*Professor Cregan*

**ANTICIPATED 1970-71**

Elementary Accounting I, II  
Tax Accounting  
Financial Administration

Account Control  
Cost Accounting  
ADP Systems and Control

## AMERICAN STUDIES

The area major in American Studies permits the student to plan interdisciplinary programs of study which are more flexible and wider in scope than the departmental majors, but which are so structured as to demand comparable rigor and depth. Since the program is ideal for the student who wishes a broad, liberal education but does not plan to undertake graduate study, the degree sequence is conceived as a terminal one.

The student should focus his studies in accordance with his interest and abilities emphasizing our American heritage. Eighteen credits are to be taken in either History or English; while twelve credits are taken in the remaining field. Six 3-credit courses are carefully elected from the upper-division course offerings in the related fields of Economics, Education, Philosophy, Political Science, Sociology, and Theology. While the American Civilization course is a requirement of this program, the other Social Science introductory course should be chosen in light of the student's interest in electing upper-division courses in either Economics or Sociology.

It is especially necessary that students in this major seek direction in choosing their electives. Courses in this program are listed among the various related departmental offerings. Guidance in selection is urged in this interdisciplinary program of study.

Suggested schedule for Bachelor of Arts degree in American Studies:

### FIRST YEAR

Prose Composition	Study of Poetry
European Civilization I	European Civilization II
Math Analysis or Science	Math Analysis or Science
Western Religious Thought I	Basic Problems Philosophy

### SECOND YEAR

Communication in Literature I	Communication in Literature II
American Civilization I	American Civilization II
Social Science	Social Science
Advanced Problems Philosophy	Western Religious Thought II

The remaining twenty-four courses should be carefully chosen from the offerings of the various related departments; a degree program must include the required electives in humanities.



## ECONOMICS

*Chairman:* REV. ROBERT J. McEWEN, S.J.

Office—Carney 131

Students major in Economics, either for its general value in providing background training for careers in business, law, finance, administration, and similar professions, or because they desire to pursue further graduate study and become professional economists. Completion of the intermediate course in a modern language is required for the Arts degree in Economics.

Economics studies the whole process through which man uses the limited resources of the earth to satisfy his ever increasing needs. The courses aim at an understanding of the operation of economic systems, which are designed to produce and distribute material wealth for a whole community of men. The system may be on a national scale, or it may be an individual enterprise. It is this orientation of his study toward knowledge of the operation of an economic community as a whole that distinguishes an economist from a business specialist.

Suggested schedule for Bachelor of Arts degree in Economics:

### FIRST YEAR

Prose Composition	Study of Poetry
European Civilization I	European Civilization II
Modern Language	Modern Language
Western Religious Thought I	Basic Problems Philosophy

### SECOND YEAR

Communication in Literature I	Communication in Literature II
Principles of Economics I	Principles of Economics II
Modern Language or Elective	Modern Language or Elective
Mathematical Analysis	Mathematical Analysis

### THIRD YEAR

Social Science	Social Science
Advanced Problems Philosophy	Western Religious Thought II
Money and Banking	Economic Statistics
Related Elective	Economics Elective

Among the sixteen remaining courses a degree program must include the required electives in humanities and six upper division courses in Economics.

**EC 21—PRINCIPLES OF ECONOMICS—MICRO**

After a consideration of basic economic concepts the student is introduced to an analysis of the pricing of commodities and factors of production, firm and industry equilibrium under various market structures, international trade and payments, and comparative economic systems.

*First semester—Tuesday*

*Professor Foley, S.J.*

*First semester—Friday*

*Professor Chizmar*

**EC 22—PRINCIPLES OF ECONOMICS—MACRO**

This course introduces the student to an analysis of the determination of the level of income and employment, fluctuations in income, monetary and fiscal policy, inflation, and growth.

*Second semester—Tuesday*

*Professor Foley, S.J.*

*Second semester—Friday*

*Professor Chizmar*

**EC 33—MONEY AND BANKING**

This course analyzes the fundamentals of the banking systems and deposit creation, the organization and the operation of the Federal Reserve System, and the central bank monetary policy.

*First semester—Monday*

*Professor Schickel*

*First semester—Friday*

*Professor Chugh*

**EC 63—ECONOMIC STATISTICS**

The purpose of this course is to teach the student the basic techniques used in the compilation and calculation of economic statistics, and to equip him with patterns of analysis and interpretation of quantitative data. The following topics are considered: collection and classification of data; frequency distribution; measures of central tendency; normal curve; reliability of measures; time series analysis; index numbers; simple correlation. Constant references are cited from all phases of business activity.

*Second semester—Friday*

*Professor Schickel*

**EC 132—AMERICAN ECONOMIC HISTORY**

A study of the nature, causes and effects of the economic development of the United States. An analysis of the four major stages of development, covering both American attitudes and institutions. The roles played by business enterprise, labor force and trade unions, and by government are considered. Economic theory will be used throughout in illuminating this development.

*First semester—Monday*

*Professor Foley, S.J.*

**EC 165—PUBLIC FINANCE**

This course is concerned with the government financial operations in the economy. Theories of taxation, the shifting and incidence of taxes and the evolution of tax policy are discussed, and federal, state, and local expenditures are analyzed. Fiscal policy for economic stabilization and growth, and the interaction of fiscal and monetary problems are emphasized.

*Second semester—Monday*

*Professor Chugh*

## EC 171—THEORY OF INTERNATIONAL TRADE

The theory of international specialization with its focus on world trade and factor movements is the primary concern of this course. Topics such as tariff protection, trade problems of the developing nations, and customs unions will also be covered.

*First semester—Thursday*

*Professor Stollar*

## EC 172—INTERNATIONAL FINANCE

This course is concerned with the international monetary system and with its institutional structure. Causes and connections of balance of payments disequilibria, including the U.S. dollar problem, will receive much attention. In addition, possible alternatives to the present system will be studied in an attempt to weigh the advantages and disadvantages of monetary reform.

*Second semester—Thursday*

*Professor Stollar*

## ANTICIPATED ELECTIVES 1970-71

Microeconomics

Macroeconomics

Labor Economics

Industrial Relations

## ANTICIPATED ELECTIVES 1971-72

Economic Development

History of Economic Thought

Corporation Finance

Industrial Organization



## EDUCATION

*Chairman:* DONALD T. DONLEY

Office—Campion 100

While the Evening College does not offer a formal teacher education program geared to render students eligible for certification as teachers, a limited number of electives are offered by the faculty of the School of Education. The purpose of these electives is to identify and encourage students who have potential to become successful teachers through a formal teacher education program beyond the bachelor's degree.

### ED 101—PHILOSOPHY OF EDUCATION

A consideration of leading theories of education and an application of philosophical principles to basic educational issues.

*Second semester—Monday*

*Professor Lambert*

### ED 120—INNOVATIVE IDEAS FOR THE SCHOOLS

Innovative conceptions of teaching will be presented, and some exciting new teaching strategies will be demonstrated. The purpose of the course will be to combine study of the philosophy, psychology and methodology of these innovations. Among them are micro-teaching computer-assisted instruction, group talk, interaction analysis, inquiry training, and the disinhibition of creative abilities. In order to facilitate class participation, enrollment will be limited.

*Second semester—Tuesday*

*Professor Dacey*

### ED 141—EDUCATIONAL PSYCHOLOGY

The psychological study of the nature, characteristics and operative forces of learning. The course is designed to provide for the prospective teacher a solid psychological basis for classroom methodology.

*First semester—Tuesday*

*Professor Dacey*

### ED 154—INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Included in the presentation will be the factors determining the need for classroom technology (new equipment and materials); a demonstration of typical audiovisual classroom equipment; analysis of how audiovisual materials can be integrated into the curriculum; laboratory practice in the operation of audiovisual equipment and production of visual materials; learning resources and facilities in existing classrooms; discovery approach to classroom demonstrations and experiments.

*First semester—Thursday*

*Professor Pula*

### ED 165—CHILDREN'S LITERATURE

Discussing the different phases of literature for children—the ballad, poetry, folk tale, fable, myth, epic, fiction, biography. Establishing standards and developing techniques in planning a literature program for elementary school children.

*First semester—Wednesday*

*Professor Fraumeni*

### ED 166—TEACHING READING AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

A study of the language arts curriculum with emphasis upon the teaching of reading in the primary and elementary grades.

*Second semester—Wednesday*

*Professor Fraumeni*

## ENGLISH

*Chairman:* JOHN L. MAHONEY

Office—Carney 447

The undergraduate major in English is offered a variety of courses so that the student will be introduced to some of the great works of each literary period. The immediate satisfaction in such study is the knowledge gained thereby of man's various responses to the world and human values as they have been imaginatively expressed with all the resources of our native language. Completion of the intermediate course in a modern language is required for a degree in English.

An English major is not primarily a training for any specific vocation. Students who formerly majored in English, however, are now active especially in the following fields: graduate studies; teaching; writing, both creative and commercial; editorial work; public relations; advertising; and business.

Suggested schedule for Bachelor of Arts degree in English:

### FIRST YEAR

Prose Composition	Study of Poetry
European Civilization I	European Civilization II
Modern Language	Modern Language
Western Religious Thought I	Basic Problems Philosophy

### SECOND YEAR

Communication in Literature I	Communication in Literature II
Social Science	Social Science
Modern Language or Elective	Modern Language or Elective
Advanced Problems Philosophy	Western Religious Thought II

### THIRD YEAR

Social Science	Social Science
Math Analysis or Science	Math Analysis or Science
English Elective	English Elective
Related Elective	Related Elective

Among the sixteen remaining courses a degree program must include the required electives in humanities and six upper division courses in English.

#### EN 1—PROSE COMPOSITION

The use of precise and effective English will be developed through frequent writing assignments and the consideration of appropriate literary selections.

*First semester—Monday*

*THE DEPARTMENT*

#### EN 2—THE STUDY OF POETRY

This course presents an analysis of the nature of poetry together with a review of its dominant forms. An introduction to English drama will also be included.

*Second semester—Monday*

*THE DEPARTMENT*

## EN 21—EFFECTIVE COMMUNICATION IN LITERATURE I

The aim of this course is an analysis of literary forms of persuasion and effective communication with emphasis on expository and argumentative writing.

*First semester—Monday*

*THE DEPARTMENT*

## EN 22—EFFECTIVE COMMUNICATION IN LITERATURE II

Effective literary communication will be developed in the student by a study of the style and rhetorical techniques employed in poetry, drama and imaginative prose.

*Second semester—Monday*

*THE DEPARTMENT*

## EN 120—ENGLISH LITERATURE

A survey of representative works (exclusive of Shakespeare, and Milton) from *Sir Gawain and the Green Knight* to William Butler Yeats. Readings include works by such writers as Spencer, Donne, Pope, Swift, Wordsworth, Coleridge, Tennyson, Browning and others.

*First semester—Tuesday*

*Professor Fitzgerald*

## EN 123—DRAMATIC LITERATURE OF THE RENAISSANCE

A study of major Elizabethan and Jacobean dramatists, from Thomas Kyd to George Chapman.

*Second semester—Monday*

*Professor Folkard*

## EN 125—SHAKESPEARE'S COMEDIES AND HISTORIES

A detailed analysis of the texts of *Richard II*, *I Henry IV*, *Romeo and Juliet*, and *Twelfth Night*, with a brief consideration of Shakespeare's other works written between 1590 and 1601.

*First semester—Friday*

*Professor McCafferty*

## EN 126—SHAKESPEARE'S TRAGEDIES AND ROMANCES

A detailed analysis of selected plays in the canon from 1600-1611: *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *The Tempest*.

*Second semester—Tuesday*

*Professor Longo*

## EN 151—ROMANTIC MOVEMENT

Studies in the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats with special emphasis on the history and development of Romanticism in England.

*First semester—Monday*

*Professor McCue*

## EN 154—VICTORIAN LITERATURE

A study of poets with particular emphasis on Tennyson, Browning, and Arnold, and of selected writers of fictional and non-fictional prose.

*Second semester—Friday*

*Professor McDermott*

## EN 175—SYMBOLISM IN AMERICAN LITERATURE

Concentrated readings in the works of symbolist poets and playwrights with selected readings in related novels.

*First semester—Thursday*

*Professor McAleer*

## EN 179—FIVE MODERN PERSPECTIVES IN AMERICAN LITERATURE

Speculations on the permanent value of the works of American writers lately deceased: Faulkner, Hemingway, E. E. Cummings, William Carlos Williams and Frost.

*First semester—Wednesday*

*Professor Casper*



## EN 181—SOUTHERN RENASCENCE

A study of the central themes, preoccupations and literary techniques of the Southern literary tradition.

*Second semester—Wednesday*

*Professor Casper*

## EN 191—REDISCOVERY OF MYTH

A consideration of the relationships between the mythic imagination and the literary imagination.

*Second semester—Thursday*

*Professor R. Hughes*

## ANTICIPATED ELECTIVES 1970-71

Survey of the Drama	Seventeenth Century Literature
Contemporary American Poetry	Contemporary American Drama
Age of Johnson	Hawthorne, James & Melville
Seminal Ideas American Literature	Contemporary Literary Themes
Milton	

## ANTICIPATED ELECTIVES 1971-72

John Donne, Metaphysical Poets	Jonsonian & Cavalier Poetry
Modern Poetry	Modern Drama
American Fiction: Until 1900	American Fiction: 1900-1960
Biography & Autobiography	Studies in English Fiction
	Renaissance Fiction

## FINANCE

*Chairman:* WALTER T. GREANEY, JR.

Office—Fulton 215

### FN 41—CORPORATION FINANCE

This course is an introduction to the financial decision-making process. Topics treated intensively include the flow of funds, financial analysis and forecasting, working capital management, money and capital markets, financial leverage, the cost of capital, the concept of present value and capital budgeting.

*First semester—Monday*

*Professor Rodriguez*

### FN 128—INVESTMENT PRINCIPLES AND ANALYSIS

A course designed to introduce the student to the subject of security investment. The investment process, investment risks, various investment media and the operation of the capital markets are discussed. Special emphasis is placed on the analysis of business cycles and corporate growth prospects. Individual and institutional portfolio management is stressed including the "timing" aspect of investment management.

*First semester—Monday*

*Professor Preston*

### FN 129—SECURITY ANALYSIS

Security analysis is designed as an advanced elective—to be available upon completion of Investment Analysis. Topics will include a critical analysis of financial statements in an attempt to understand the concept of earning power. Considerable time will be spent on valuation—including such practical approaches as appropriate capitalization of earnings and asset value, as well as a consideration of model building applied to valuation. Technical analysis of volume, high low and odd lot indexes etc. as well as the Dow Theory are studied.

*Second semester—Thursday*

*Professor Preston*

## FINE ARTS

*Chairman:* JOSEPHINE VON HENNEBERG

Office—Lyons 416

### FA 39—INTRODUCTION TO MUSIC LITERATURE

A survey of western music from the origins of plainsong through Bach and Handel, designed both to give a sense of the "evolution" of styles leading to familiar styles and to help the beginner into the world of music. The course provides the student with the knowledge and experience necessary for intelligent listening to music.

*First semester—Wednesday*

*Professor Lund*

### FA 52—ARTISTIC MASTERPIECES

A contemporary approach from the Renaissance to the present showing the evolving conceptions of the nature of visual art and of its place in human affairs as an aid for the student's better understanding of his immediate culture. Artistic traditions will be viewed only in so far as they relate to present day trends in painting, sculpture, and graphic arts.

*Second semester—Wednesday*

*Professor Lund*

## GENERAL BUSINESS

A concentration in General Business is especially useful for students who plan to associate themselves with smaller firms, whose functions are not highly specialized. This elective field is composed of courses taken largely from the offerings in Management and Marketing. It requires the following related subjects: Mathematical Analysis, Principles of Economics, Money and Banking, Elementary Accounting, Account Control, Introduction to Management, Principles of Marketing, Corporation Finance, Business Law, Business Policies, Economic Statistics. In the general course requirements History of American Civilization may be substituted for European Civilization since the Renaissance. Highly recommended as a related course is Finite Mathematics.

Suggested schedule for Bachelor of Science degree in General Business:

### FIRST YEAR

Prose Composition	Study of Poetry
Elementary Accounting I	Elementary Accounting II
Mathematical Analysis	Mathematical Analysis
Western Religious Thought I	Basic Problems Philosophy

### SECOND YEAR

Communication in Literature I	Communication in Literature II
Introduction to Management	Account Control
Principles of Economics I	Principles of Economics II
Advanced Problems Philosophy	Western Religious Thought II

### THIRD YEAR

Social Science	Social Science
Money and Banking	Economic Statistics
Business Concentration	Principles of Marketing
Related Elective	Business Concentration

### FOURTH YEAR

Social Science	Social Science
Corporation Finance	Business Law
Business Concentration	Business Concentration
Business Concentration	Related Elective

### FIFTH YEAR

Humanities Elective	Humanities Elective
Business Concentration	Business Policies
Business Concentration	Business Concentration
Related Elective	Related Elective



## HISTORY

*Chairman:* THOMAS H. O'CONNOR

Office—Carney 115

Through careful planning history majors can prepare for careers in law, government, or the foreign service, or careers in various international organizations, in journalism, or in teaching at the elementary and secondary levels. Academic foresight is particularly essential for the student interested in the study and teaching of history at the graduate level.

American Civilization (elected in second year) and proficiency in a modern language on the intermediate level are required subjects; Principles of Economics is recommended as a related course. For one considering graduate school, statistics might prove useful preparation.

Suggested schedule for Bachelor of Arts degree in History:

### FIRST YEAR

Prose Composition	Study of Poetry
European Civilization I	European Civilization II
Modern Language	Modern Language
Western Religious Thought I	Basic Problems Philosophy

### SECOND YEAR

Communication in Literature I	Communication in Literature II
American Civilization I	American Civilization II
Modern Language or Elective	Modern Language or Elective
Advanced Problems Philosophy	Western Religious Thought II

### THIRD YEAR

Social Science	Social Science
Math Analysis or Science	Math Analysis or Science
History Elective	History Elective
Related Elective	Related Elective

Among the sixteen remaining courses a degree program must include the required electives in humanities and six upper division courses in History.

#### Hs 1—EUROPEAN CIVILIZATION: 1500-1870

A survey of the history of Western Civilization from the Renaissance to the formation of the states of Italy and Germany.

*First semester—Tuesday*

*Professor McMahon*

*First semester—Thursday*

*Professor Florescu*

#### Hs 2—EUROPEAN CIVILIZATION: 1870-1950

A survey of modern European History from the rise of the modern national states to the aftermath of World War II.

*Second semester—Tuesday*

*Professor McMahon*

*Second semester—Thursday*

*Professor Florescu*

## Hs 41—AMERICAN CIVILIZATION TO 1865

A survey of the history of American Civilization from the discovery of America to the Civil War.

*First semester—Tuesday*

*Professor Buni*

*First semester—Thursday*

*Professor Wakstein*

## Hs 42—AMERICAN CIVILIZATION SINCE 1865

History of the United States from the period of reconstruction down to the present.

*Second semester—Tuesday*

*Professor Buni*

*Second semester—Thursday*

*Professor Wakstein*

## Hs 91—HISTORY OF IRELAND I

Survey of Irish civilization from the pre-Christian Gaelic period to the sixteenth century.

*First semester—Tuesday*

*Professor Harney, S.J.*

## Hs 92—HISTORY OF IRELAND II

Survey of Irish civilization from the sixteenth century until the present.

*Second semester—Tuesday*

*Professor Harney, S.J.*

## Hs 128—EUROPE: 17TH AND 18TH CENTURIES

Beginning with the "Crisis of the 17th Century" there will be lectures given on the various manifestations of absolutism (constitutional, social, economic in Spain, France and the Holy Roman Empire with the Dutch state used as an example of exceptions to general continental trends). The second half of the course, the 18th Century, will continue the themes developed for the preceding century (Enlightened monarchy in Prussia, Austria and Tuscany) and will, in addition, take note of international themes (war and diplomacy; the challenge of the Enlightenment to the established order).

*First semester—Wednesday*

*Professor Miller*

## Hs 157—MODERN RUSSIA: 1861-1917

Major developments in the history of Russia from the reform of 1861 to the Bolshevik Revolutions in 1917.

*First semester—Thursday*

*Professor Roodkowsky*

## Hs 158—CONTEMPORARY RUSSIA

A study of the organization and development of the Soviet state from the revolution of 1917 to the present.

*Second semester—Thursday*

*Professor McNally*

## Hs 162—AMERICAN DIPLOMATIC HISTORY

The study of the development, significant changes, and major encounters in American diplomacy from the foundation of the Republic to the post-World War II period.

*Second semester—Wednesday*

## Hs 165—THE FORMATION OF THE AMERICAN REPUBLIC, 1789-1860

The establishment and implementation of early national, political and economic institutions; conflicts between states, localities, and economic groups; particular emphasis is laid on the influence of Jefferson and Jackson and the course of the Republic's development.

*First semester—Monday*

*Professor O'Connor*

## Hs 166—THE CIVIL WAR AND RECONSTRUCTION

A study of the causes which brought about the war between the States and an analysis of the impact of this war upon American history.

*Second semester—Monday*

*Professor O'Connor*

## Hs 196—AMERICAN CHRISTIANITY

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

*First semester—Tuesday*

*Professor Willis, S.J.*

## ANTICIPATED ELECTIVES 1970-71

Twentieth Century Germany

Nineteenth Century Europe

Modern English History

France in Modern Times

Contemporary America

South America

## ANTICIPATED ELECTIVES 1971-72

Europe in Age of French Revolution and Napoleon

Negro as a Factor in American History

European Political and Social History, Twentieth Century

Renaissance and Reformation

Colonial America

European Diplomacy, Twentieth Century

American Revolution to 1789



## LAW

*Chairman:* WILLIAM B. HICKEY

Office—Fulton 404

Specific pre-legal courses are not prescribed by Law Schools. A sound pre-legal education should develop in the future law student a clear reasoning power, a facility in accurate expression, a mature balance of judgment, and an ability to appreciate the moral, social, and economic problems involved in the administration of justice in modern society. "The development of these fundamental capacities," the Association of American Law Schools says, "is not the monopoly of any one subject-matter area, department, or division, and certainly is not any particular course or combination of courses." Students may meet the academic requirements for admission to Law School upon the satisfactory completion of any of the degree programs in the Evening College.

### BL 43—ELEMENTARY BUSINESS LAW

A brief introductory survey of the nature and source of law. The law of contracts, including offer and acceptance, consideration, competent parties, illegality, fraud, mistake and duress, and performance and discharge. The law of sales, including transfer of property between buyer and seller, warranties, remedies. The law of negotiable instruments, including creation of negotiable instruments, negotiations, holder in due course, real and personal defenses, liabilities of parties and discharge.

*Second semester—Monday*

*Professor Hickey*

### BL 106—REAL ESTATE

An examination of principles and practices relating to the ownership, management and transfer of real estate including the various interests in land, quitclaim and warranty deeds, recording statutes, title examination, fixtures, easements restrictions, liens, leases, mortgages appraisals, and other rights and duties incidental thereto.

*First semester—Thursday*

*Professor V. Harrington*

### BL 111—INSURANCE

A survey of the various types of insurance including life, accident and health, fire, casualty, public liability, inland marine, automobile, bonds, and other miscellaneous coverages with particular emphasis upon their value and applicability to typical business situations.

*Second semester—Thursday*

*Professor Shaw*

## MANAGEMENT

*Chairman:* JUSTIN C. CRONIN

Office—Fulton 214B

The objective of the Department of Management is twofold: to provide a working knowledge of the production function of business from the point of view of the business man who is responsible for the successful management of its organization, operation, and control; and to impart an appreciation of the problems faced by top-level management and a sound philosophy that may be utilized in their solution. In developing business managers it aims at integrating the traditional concepts of management with the modern quantitative and behavioral research in business.

The required business and liberal program for a Management concentration and the suggested schedule is the same as the one described under General Business. Finite Mathematics is highly recommended as a related course.

### MG 21—INTRODUCTION TO PRODUCTION MANAGEMENT

A basic course in production. Its aim is to relate traditional treatments of production with modern quantitative and behavioral research. It covers the central topics of production control, quality control, wage incentives, motion and time study, inventory control and organization.

*First semester—Thursday*

*Professor Cronin*

### MG 31—INDUSTRIAL PROCUREMENT

The procurement through purchase of the material, supplies and equipment necessary for the conduct of the business unit. Centralization versus decentralization of the purchasing function, purchasing budgets, make or buy, the measurement of purchasing efficiency and some legal aspects of purchasing.

*First semester—Tuesday*

*Professor Kuppens*

### MG 42—ORGANIZATIONAL BEHAVIOR

The problems and processes of organizations. The course deals with leadership, motivation, communication and conflict. Its goal is to help the student understand the problems encountered in organizations. Activities include work within groups on learning tasks, the analysis and discussion of cases describing actual problems in organizations, and specially designed organizational exercises.

*First semester—Monday*

*Professor Fisher*

**MG 53—PRODUCTION CONTROL**

Production forecasting, control through production budgets, material specifications, routing of operations and processes, plant layout, plant safety, dispatching, quality and inventory control, problems of classification and identification in a production control system, relationship between the production control department and other departments.

*Second semester—Tuesday*

*Professor Kuppens*

**MG 57—ELECTRONIC DATA PROCESSING**

An introduction to the theory and methodology of electronic data processing. Emphasis is on concepts of programming rather than proficiency in the art of programming. Description of stored program digital computer with magnetic tape input-output, binary, decimal, octal numbering systems; special data processing languages (e.g. FACT, COBOL) describing, analyzing, flow-charting, and programming of a typical data processing application.

*First semester—Thursday*

*Professor McDowell*

**MG 80—BUSINESS FORECASTING**

Application of the statistical tools available for short-run forecasting. Particular emphasis placed on exponentially weighted moving average models, logged observations, leading series, diffusion indices, simple regression and time series analysis. Computer simulations will be employed to illustrate applications in inventory control and stock market predictions.

*Second semester—Friday*

**MG 112—INTERPERSONAL COMMUNICATION**

Within a focus upon two-person relationships, the events involved in communication breakdown will be examined and understood as will the process of overcoming interpersonal obstacles. A way of looking at interpersonal dynamics will be developed and applied to case situations with an aim toward understanding the formation of personally stimulating and purposefully useful one-on-one relationships. Activities will also include practicing new behavior in classroom exercise settings where risks are minimized.

*Second semester—Monday*

*Professor Fisher*

**MG 161—BUSINESS POLICIES**

Administrative policy is one of the primary instruments of coordination and control. The interrelationships of the functions of a business and the problems that arise within the organization which require top-management action for their solution receive constant attention. The case method of instruction is used throughout the course.

*Second semester—Monday*

*Professor Cronin*



## MARKETING

*Chairman:* JOSEPH D. O'BRIEN

Office—Fulton 212

### MK 21—PRINCIPLES OF MARKETING

The fundamental principles underlying marketing; the essential operations and institutions involved in the distribution of commodities; buying habits, patronage attitudes, and their effect on merchandising policies; sales promotion efforts and the use of advertising by manufacturers, wholesalers and retailers.

*Second semester—Thursday*

*Professor Devine*

### MK 111—ADVERTISING

The creation of primary and selective demand in the marketing of new products; the various media and their essential characteristics and capacities; coordination of advertising with overall promotions strategy; advertising techniques such as headline copy, illustrations and layout.

*First semester—Thursday*

*Professor Devine*

### MK 121—RETAILING AND CONSUMER PROMOTION

All phases of retailing are covered with particular emphasis on those areas sensitive to the evolutionary changes that have occurred in the post World War II decades.

Interwoven in the above, whenever it is appropriate and meaningful, will be the study of consumer promotion such as advertising, sales promotion and personal selling.

*Second semester—Wednesday*

*Professor Alfano*

### MK 130—EFFECTIVE PUBLIC COMMUNICATION

This course examines the growth of public relations and its techniques, the special publics of society and the nature of communication and public opinion. First hand knowledge will be shared by visiting lecturers who are practicing public relations experts.

*First semester—Wednesday*

*Professor Rogovin*

### MK 131—PUBLIC RELATIONS

This course covers the concrete phase of public relations including the news media, trade publications, advertising, local events and meetings. The balance of the semester covers the formula for the practice of successful public relations: research, action, communication and evaluation. Visiting lecturers will include active public relations practitioners and professional newsmen.

*Second semester—Wednesday*

*Professor Rogovin*

## MATHEMATICS

*Chairman:* GERALD G. BILODEAU

Office—Carney 318

### MT 41-42—MODERN MATHEMATICAL ANALYSIS

This course consists of an introduction to mathematical logic, sets, the axiomatic structure of the real number system, analytic geometry, elementary probability theory and a brief introduction to calculus.

Topics include functions, relations, and their graphs, variation, the algebra of numbers, the measurement and comparison of quantities, and the rate of change of a function.

*Two semesters—Thursday*

*Professor LeBlanc*

*Two semesters—Friday*

*Professor Krebs*

### MT 51—FINITE MATHEMATICS

This course is designed to provide a foundation for the use of mathematics in liberal arts and business. Topics covered include mathematical logic, set theory, counting and the binomial theorem, and probability.

*First semester—Wednesday*

*Professor Banks*

### MT 123—STATISTICS

Elementary statistics including treatment of descriptive statistics, elementary principles of probability and sampling, introduction to statistical estimation and testing, measures of central tendency, variability, elementary correlation and regression.

*Second semester—Wednesday*

*Professor Banks*

## MODERN LANGUAGES

*Chairman:* NORMAND R. CARTIER

Office—Carney 334

*Chairman:* HEINZ BLUHM

Office—Carney 325

Evening College degree candidates not enrolled in a Business Administration or American Studies program, are required to study a modern language. A student who has had no secondary school training in a modern language must enroll in an elementary course. Students who have had two years of modern language study in secondary school must register either for the intermediate course in the same language or for the elementary class of a language other than the one previously studied. In all cases students must complete the intermediate course level of any language to fulfill the curriculum requirement.

*Elementary Courses:* French, Spanish (6 credits)

An initiation to the study of the language. Each course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

### FR 1-2—ELEMENTARY FRENCH

*Two semesters—Tuesday*

*Professor Hastings*

### SP 1-2—ELEMENTARY SPANISH

*Two semesters—Tuesday*

*Professor Lipp*

*Intermediate Courses: French, German, Spanish*

The prime objective of each course is to consolidate previous study of the language into a functional body of knowledge. A rapid review of the basic elements of the language will be integrated with close reading of selected texts, oral practice and laboratory work, to increase the students passive and active vocabulary.

## FR 21-22—INTERMEDIATE FRENCH

*Two semesters—Thursday**Professor Taconet*

## GM 21-22—INTERMEDIATE GERMAN

*Two semesters—Thursday**Professor Cabill*

## SP 21-22—INTERMEDIATE SPANISH

*Two semesters—Thursday**Professor Boulanger***PHILOSOPHY***Chairman: REV. JOSEPH F. X. FLANAGAN, S.J.**Office—Carney 272*

## PL 31—BASIC PROBLEMS OF PHILOSOPHY

As an introduction to philosophy the nature of philosophical quest, the distinction of philosophy from other intellectual pursuits or scientific disciplines, and the division of philosophical science will be treated. The structure of human existence will consist of an examination of man as knower, man as free, man as social; a study of the nature of perception, understanding, and their relationships; a study of the dynamics of freedom and the general relationship of individual freedom to social dimensions.

*First semester—Friday**Professor Haggerty**Second semester—Wednesday**Professor Navickas*

## PL 61—ADVANCED PROBLEMS OF PHILOSOPHY

Knowledge of the basic philosophical problems (PL 31) is required for an understanding of this course. Metaphysical Problems: discussion of the need for metaphysical inquiry; consideration of such topics as essence-existence, substance and causality; a discussion of the existence and nature of God. Ethical Problems: a systematic and critical consideration of freedom as responsibility; objectivity of moral judgments, moral attitudes and beliefs; moral argument and the place of reason in ethics; consideration of political philosophy as a specification of man's moral nature.

*First semester—Wednesday**Professor Blakeley**Second semester—Friday**Professor Cudaby*



## PL 151—GOD AND MODERN PHILOSOPHY

The problem of God's existence and human knowledge of it in the light of challenges forthcoming from 17th to 20th centuries.

*First semester—Friday*

*Professor Wells*

## PL 198—AMERICAN PHILOSOPHY

A survey of the principal schools of thought prior to the Civil War precedes the study of the "Golden Age" of Pierce, James and Royce, Santayana and Dewey.

*Second semester—Thursday*

*Professor Haggerty*

## POLITICAL SCIENCE

*Chairman:* DAVID LOWENTHAL

Office—McGuinn 200

## PO 115—CIVIL LIBERTIES IN THE UNITED STATES

Thorough examination of civil liberties problems through discussion of Supreme Court decisions and controversial writings. Subjects include church-state relations (e.g., religious liberty, aid to religious schools, religion in public schools), freedom of speech and press (e.g., communism, obscenity, academic freedom, demonstrations), and rights of criminal defendants.

*Second Semester—Wednesday*

*Professor Manwaring*

## PO 151—INTERNATIONAL POLITICS AND LAW

This course is designed to acquaint the students with fundamentals of international politics and law. It consists of basic readings in these fields including works on international organization. The student is prepared to acquire a comprehensive view of the interrelationships between problems of politics and law in the international sphere. Class discussions concentrate on topics in international political theory, international relations, international law, and international organization.

*First semester—Friday*

*Professor Woetzel*

## PO 156—GOVERNMENT AND POLITICS OF COMMUNIST CHINA

An introduction to political and international developments of contemporary China, with stress upon ideology and leadership as well as strategies and tactics in the communist-led political, economic, social, and cultural revolution. An inquiry into China's major domestic objectives and position in world politics.

*First semester—Wednesday*

*Professor Tang*

## PSYCHOLOGY

*Chairman:* JOHN VON FELSINGER

Office—McGuinn 349

A concentration in psychology offers a broad pre-professional program for eventual careers in social, clinical, counseling, experimental or industrial psychology. At the same time it affords students a sound cultural background in the study of human personality and behavior which may be used for other purposes such as background in teaching or personnel work.

Majors in psychology will be required to take the introductory course Psychology as a Social Science, Statistics, and one semester of either Research Methods or Experimental Psychology towards a total of twenty-four credits in psychology. In addition to this, majors will take one year of either mathematics or biology and complete the intermediate level of a modern language.

Suggested schedule for Bachelor of Arts degree in Psychology:

### FIRST YEAR

Prose Composition	Study of Poetry
European Civilization I	European Civilization II
Modern Language	Modern Language
Western Religious Thought I	Basic Problems Psychology

### SECOND YEAR

Communication in Literature I	Communication in Literature II
Psychology as a Social Science	Psychology Elective
Modern Language or Elective	Modern Language or Elective
Advanced Problems Philosophy	Western Religious Thought II

### THIRD YEAR

Social Science	Social Science
Math Analysis or Biology	Math Analysis or Biology
Psychology Elective	Psychology Elective
Related Elective	Related Elective

Among the sixteen remaining courses, a degree program must include the required electives in humanities and six upper division courses in Psychology.

#### Ps 33—PSYCHOLOGY AS A SOCIAL SCIENCE

An introduction to the field covering motivational dynamics and the development of personality; perception, cognition, and learning; physiological psychology; and social psychology.

*First semester—Tuesday*

*Professor Friedman*

#### Ps 34—PSYCHOLOGICAL BASIS OF SOCIAL ISSUES

This course will attempt to supply basic psychological knowledge from all areas of the field, to the understanding of a selected social problem such as poverty, race relations, and group conflict.

*Second semester—Tuesday*

*Professor Friedman*

## Ps 113—RESEARCH METHODS IN PSYCHOLOGY

The issues underlying research are treated both from a theoretical and a practical point of view. Some of these issues are the generalizability of findings, operational definition of measures, sample design, experimental design, data analysis. Individual research will be designed and conducted.

*Second semester—Monday*

*Professor Baer*

## Ps 119—PSYCHODYNAMICS OF PERSONALITY

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

*First semester—Monday*

*THE DEPARTMENT*

## Ps 123—STATISTICS

Elementary statistics including treatment of descriptive statistics; elementary principles of probability and sampling, introduction to statistical estimation and testing, measures of central tendency, variability, elementary correlation and regression.

*Second semester—Wednesday*

*Professor Banks*

## Ps 141—EDUCATIONAL PSYCHOLOGY

A study of developmental tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

*First semester—Tuesday*

*Professor Dacey*

## ANTICIPATED ELECTIVES 1970-71

Psychology as a Social Science  
Social Psychology

Experimental Psychology  
Group Dynamics

## ANTICIPATED ELECTIVES 1971-72

Psychology as a Social Science  
Psychopathology

Psychology of Child and  
Adolescent Development  
Seminar in Social Conflict

## READING

## IMPROVING READING AND STUDY SKILLS

An intensive course designed to improve general vocabulary, comprehension, rate of reading, and study habits. Laboratory sessions are scheduled for each meeting. Particularly suited for individuals who have experienced academic or study difficulty. The course will meet on Wednesday evenings, beginning on September 24, concluding on December 10.

Course fee including materials: \$75.00

No College Credit

*First semester—Wednesday*

*Professor Griffin*



## SCIENCE

*Chairman—Biology:* JAMES J. GILROY

Office—Higgins 327

*Chairman—Geology:* REV. JAMES W. SKEHAN, S.J.    Office—Devlin 205

## BI 51—BOTANY AND INVERTEBRATE ZOOLOGY

A survey of the origin, evolution, ecology and physiology of plants and invertebrate animals. Lecture 7-8 p.m.; lab 8-9:30 p.m.

*First semester—Thursday*

*Professor Maynard*

## BI 52—VERTEBRATE ZOOLOGY

Study of the basic anatomy and physiology of vertebrate animals with specific application to man. Lecture 7-8 p.m.; lab 8-9:30 p.m.

*Second semester—Thursday*

*Professor Maynard*

## GE 11—PHYSICAL GEOLOGY

The physical constituents and structure of the earth's crust are discussed. Those geologic processes, especially mountain building and erosion, are considered as to the effects on the surface and the interior of the earth. The course consists of lectures and laboratory work.

*First semester—Thursday*

*Professor Martin*

## GE 12—HISTORICAL GEOLOGY

Age, origin, and history of the earth to the present are considered. The physical processes are presented in a time reference and the fossil record is used to verify the development of plant and animal life within this time plan. The course consists of lectures and laboratory work.

*Second semester—Thursday*

## GE 58—ORIGINS OF MAN

This course is an introduction to the study of man and his place in the scheme of evolution. Organic in concept, the course will consider the relationship of man with the lower forms of life. Of particular concern are the primates, beginning with the Mesozoic ancestors and continuing to the present forms and *Homo sapiens*.

*Second semester—Thursday*

*Professor Brown*

## SOCIAL SCIENCES

A concentration in the Social Sciences is designed to give a rounded view of contemporary society from an economic and social viewpoint. The program forms an excellent background for an intelligent liberal arts view of modern life.

The suggested schedule for any of the social sciences may be utilized in arranging a program. When electing courses, a student should include the following required courses: History of American Civilization, Principles of Economics, Introductory Sociology, and a modern language to the intermediate level. A course in statistics is recommended if one is considering graduate work.

## SOCIOLOGY

*Chairman:* RITCHIE P. LOWRY

Office—McGuinn 416

The undergraduate program in sociology is designed to offer students a basic understanding of the order and processes in human group life. The program provides an excellent background view of modern life and prepares one for graduate work in sociology or in social work. The required courses of Introductory Sociology, Statistics, Methods of Social Research and Sociological Theory provide the student with basic professional knowledge and skills, while a survey of special aspects of the discipline is afforded by the electives.

Suggested schedule for Bachelor of Arts degree in Sociology:

### FIRST YEAR

Prose Composition	Study of Poetry
European Civilization I	European Civilization II
Modern Language	Modern Language
Western Religious Thought I	Basic Problems Philosophy

### SECOND YEAR

Communication in Literature I	Communication in Literature II
Introductory Sociology	Sociology Elective
Modern Language or Elective	Modern Language or Elective
Advanced Problems Philosophy	Western Religious Thought II

### THIRD YEAR

Social Science	Social Science
Math Analysis or Science	Math Analysis or Science
Sociology Elective	Sociology Elective
Related Elective	Related Elective

Among the sixteen remaining courses, a degree program must include the required electives in humanities and six upper division courses in Sociology.

**SC 1—INTRODUCTORY SOCIOLOGY**

A survey of the field of sociology. This course introduces the student to terms, concepts and research methods in sociology.

*First semester—Tuesday*

*Professor Leventman*

**SC 31—AMERICAN SOCIAL THOUGHT I**

This course will treat the pre-Civil War period and stress the various social and philosophic movements which influence American social thought.

*First Semester—Thursday*

*Professor Buck*

**SC 32—AMERICAN SOCIAL THOUGHT II**

While covering the period from the Civil War to the present, the course will discuss such movements as Imperialism, Isolationism and modern influences on social thought.

*Second semester—Thursday*

*Professor Buck*

**SC 119—THE FAMILY**

The focus is on the family system and its changing relationships to contemporary society, in terms of its structure, value orientations and personality patterns, role and status interrelationships of family members, and the impact of crisis and change in the total society on the family as an institution.

*First semester—Tuesday*

*Professor Sypek*

**SC 121—CHILDHOOD AND ADOLESCENCE**

Social factors influencing child development. Cross-cultural comparisons of child-rearing techniques; American family, peer-group and social influences; impact of mass media; processes of socialization.

*Second semester—Thursday*

*Professor Williams*

**SC 123—STATISTICS**

Elementary statistics including treatment of descriptive statistics, elementary principles of probability and sampling, introduction to statistical estimation and testing, measures of central tendency, variability, elementary correlation and regression.

*Second semester—Wednesday*

*Professor Banks*

**SC 147—THE METROPOLITAN COMMUNITY**

The historical emergence of metropolitan areas, their description, and the analysis of their problems and significances for social processes and institutions are examined.

*First semester—Thursday*

*Professor Williams*



## SC 166—RESEARCH METHODS IN SOCIOLOGY

The issues underlying research are treated both from a theoretical and a practical point of view. Some of these issues are the generalizability of findings, operational definition of measures, sample design, experimental design, data analysis. Individual research will be designed and conducted.

*Second semester—Monday*

*Professor Baer*

## SC 179—AMERICAN SOCIETY

An examination of the major institutions, values and problems of American society with an emphasis on social change.

*Second semester—Tuesday*

*Professor Leventman*

## ANTICIPATED ELECTIVES 1970-71

Geographic Development Patterns

Political Sociology

Criminology

Sociological Theory

Sociology of Education

## ANTICIPATED ELECTIVES 1971-72

Social and Business Problems

Juvenile Delinquency

Race Relations

Sociology of Social Welfare

Social Deviance

## SPEECH ARTS

*Chairman:* JOHN H. LAWTON

Office—Lyons 406

### SA 51—EFFECTIVE ORAL COMMUNICATION FOR BUSINESS AND PROFESSIONAL PEOPLE

This course is especially adapted to meet the needs of men and women in the business and professional community. Emphasis is placed on the exposition of ideas and on speeches for special occasions—introductions, nominations, prize giving, etc.—which are frequently required of business and professional people. At the same time students participate in discussions, conferences, and problem-solving situations which employ informal and non-platform modes of speaking. In short, the course is designed to improve the speech skills of class members in the situations which confront them in their business and professional careers.

*One semester course—Offered both semesters*

*First semester—Friday*

*Professor Lawton*

*Second semester—Friday*

*Professor Lawton*

### SA 158—THE CONTEMPORARY THEATRE

This course aims to develop an awareness of and a sensitivity to the theatre mainly from an aesthetic viewpoint. An attempt is made to deal with the dramatic experience in terms of observable patterns in theme, technique, subject matter and form. The respective roles of the playwright, the actor, the director, and the designer in the modern theatre receive careful consideration. Class attendance at several professional and college theatre productions is an integral part of the structure of the course.

*Second semester—Monday*

*Professor Marcoux*

### SA 195—PLAY PRODUCTION

Aimed at business and professional people who have an interest in the theatre principally as an avocation, this course reviews the practical aspects of modern theatre practice. Problems involved in acting and directing for the non-professional stage are considered. Attention is also given to certain technical aspects of play production such as lighting, scenery, costuming, make-up, and to the management of theatre programs. The course should be of particular value to teachers and others engaged in recreation work with children and young adults and to members of community theatres.

*First semester—Monday*

*Professor Marcoux*

## THEOLOGY

*Acting Chairman:* REV. THOMAS P. O'MALLEY, S.J.    Office—Carney 404

### TH 30—HISTORY OF WESTERN RELIGIOUS THOUGHT I

The major themes of the relationship between God and man in Western religious tradition in the light of Judaic thought and a study of selected theological texts from the writings of the Biblical, Patristic, Scholastic and Reformation Periods.

*First semester—Wednesday*

*Professor Casey, S.J.*

*Second semester—Friday*

*Professor D. Harrington, S.J.*

### TH 31—HISTORY OF WESTERN RELIGIOUS THOUGHT II

The investigation of the main themes of the Enlightenment theory, the growth of Atheism and consequent problems of faith. A survey of the primary effects of modern psychology and sociology on current theological thought and religious belief in the 20th century.

*Second semester—Wednesday*

*Professor Gilmartin, S.J.*

### TH 121—LITERATURE AS RELIGIOUS EXPERIENCE

A consideration of selected twentieth century writers for whom the creative literary process is a quest for transcendence—essentially a religious quest—and a worshipful celebration of man's relationship with his fellow man and with God.

*First semester—Friday*

*Professor McGill, S.J.*

### TH 167—CHRISTIAN INTERPRETATION OF HUMAN SEXUALITY

This course will seek to integrate the most recent studies of sexual development and attitudes with Christian values as these are found in the Gospel and in subsequent tradition. Emphasis will be given to the meaning of conjugal love and human fulfillment in the teaching of the Second Vatican Council.

*Second semester—Friday*

*Professor Thomas, S.J.*

### TH 180—THE NATURE, THE DIGNITY, THE DESTINY OF MAN

Some structures of belief and unbelief; structures of Catholic behavior-belief.

*First semester—Wednesday*

*Professor Talbot, S.J.*

### TH 196—AMERICAN CHRISTIANITY

A study of the tenets and basic credal statements of the major American Protestant denominations. A historical survey of the Catholic Church's growth and development in the United States. The expectations of contemporary ecumenism.

*First semester—Tuesday*

*Professor Willis, S.J.*



THE GRADUATE SCHOOL OF  
ARTS AND SCIENCES



CHESTNUT HILL, MASSACHUSETTS 02167

## ADMINISTRATIVE OFFICERS

VERY REV. W. SEAVEY JOYCE, S.J., Ph.D., *President*

REV. CHARLES F. DONOVAN, S.J., Ph.D.,  
*Senior Vice-President and Dean of Faculties*

REV. THOMAS FLEMING, S.J., A.M., S.T.L.,  
*Financial Vice President and Treasurer*

REV. BRENDAN C. CONNOLLY, S.J., Ph.D., *Director of Libraries*

SAMUEL ARONOFF, Ph.D., *Dean and Vice-President for Research*

FREDERICK E. WHITE, Ph.D., *Assistant Dean*

JOSEPH WILKINSON, M.A., *Assistant to the Dean*

KATHARINE M. HASTINGS, M.A., *Registrar*



## EDUCATIONAL POLICY COMMITTEE

SAMUEL ARONOFF, Ph.D., *Chairman (ex-officio)*

JOHN A. JENSEN, D.Ed., *Education, 1969*

RITCHIE P. LOWRY, Ph.D., *Social Sciences, 1970*

THOMAS P. O'MALLEY, S.J., *Humanities, 1971*

HAROLD A. PETERSEN, Ph.D., *Social Sciences, 1970*

IRVING J. RUSSELL, Ph.D., *Natural Sciences, 1970*

JOHN H. SMITH, Ph.D., *Natural Sciences 1971*

ANDREW J. VON HENDY, Ph.D., *Humanities, 1971*

*Dates denote expiration of term*



## COMMITTEE

on

## ADMISSIONS AND AWARDS

*The Dean of the Graduate School*

*and*

*Chairmen of Departments*

*and*

*For Foreign Students*

*The Foreign Student Advisor*

## INTRODUCTORY

The Boston College Graduate School was established by the Society of Jesus to promote the development of specialized study and professional academic research. It is dedicated to the cultivation of scholarship in all of its aspects: the acquisition of full and exact knowledge within a specific discipline; the original and methodical investigation of problems or of lacunae in knowledge; the collection, organization, and interpretation of data drawn from primary and important secondary sources; the communication of informed and discriminating judgments in clear and cogent papers and oral reports.

The Graduate School is administered by the Dean, assisted by the Educational Policy Committee and by the chairmen of all departments granting graduate degrees. All matters concerning admission, credits (including credits offered in transfer), assistantships or fellowships, and general requirements are referred to the Dean who, in turn, consults with the Committee on Admissions for recommendations on admission to particular courses of study. Graduate classes are conducted at the Chestnut Hill campus of Boston College, with the following major exceptions: the courses in Geophysics are conducted at the Weston College Seismological Station and the courses in Nursing make use of selected Health Agencies of the community.

Offering a wide range of courses in several disciplines and programs leading to the master's and doctoral degrees, the Graduate School invites inquiries and applications for admission from qualified college graduates who wish to pursue a regular program of advanced studies, or who wish to attend as special, non-degree students. *Domestic* students normally will address their inquiries *to the department* concerned. Requests for information not provided in the following pages should be addressed to:

Graduate School of Arts and Sciences  
BOSTON COLLEGE  
Chestnut Hill, Massachusetts 02167

*Foreign students* who need special assistance with the problems attendant upon entering an American university may secure the information and aid that they require by addressing their questions to:

Miss Meredith L. Gleklen  
Foreign Student Advisor  
BOSTON COLLEGE  
Chestnut Hill, Massachusetts 02167

*Foreign students* should note that the deadline for application for assistantship or fellowship is February 16. The deadline for application for admission is May 1.



Preliminary inquiries may be made in person, if an applicant so wishes, at the Graduate Office, located in Gasson 102. The office of the Graduate School is open from 9:00 to 4:45 Monday through Friday. It is closed on legal holidays, holy days, and Good Friday.

## GRADUATE SCHOOL OFFERINGS

### Programs and Degrees

The Boston College Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Science in Teaching (M.S.T.); and to a Certificate of Advanced Educational Specialization, (C.A.E.S.). The various degrees are conferred as follows:

*Doctor of Philosophy*, by the Departments of Biology, Chemistry, Economics, Education, Germanic Studies, History, Philosophy, Physics, Psychology, and Romance Languages;

*Doctor of Education*, by the Department of Education;

*Master of Arts*, by the Departments of Classical Languages, Economics, English, Germanic Studies, History, Mathematics, Philosophy, Political Science, Psychology, Romance Languages, Slavic and Eastern Languages, and Sociology;

*Master of Science*, by the Departments of Biology, Chemistry, Geology and Geophysics, Nursing, and Physics;

*Master of Education*, by the Department of Education;

*Master of Arts in Teaching and Master of Science in Teaching*, jointly by the Department of Education and the department of the student's specialization, which may be any one of the departments of arts or sciences respectively, except those of Nursing, Philosophy, and Psychology;

*Certificate of Advanced Educational Specialization*, by the Department of Education.

Courses in the regular programs may also be audited (taken without academic credit) where the subject matter permits, and are open under certain conditions to students who are not degree candidates.

## MASTER'S PROGRAM

### REQUIREMENTS FOR DEGREES OF MASTER OF ARTS, MASTER OF SCIENCE, AND MASTER OF EDUCATION

*Acceptance:* All candidates for a master's degree must be graduates of an approved college, with a good general collegiate average and eighteen (18) semester hours of superior-quality upper division work in their proposed area of study. When a candidate's general average is satisfactory, but the number of prerequisites falls short of the prescribed eighteen credits, the remaining prerequisites may be earned in the graduate

school by achieving a grade of B in courses approved for this purpose. Where there is some doubt about a candidate's scholastic record, the candidate may be accepted conditionally. His performance will then be evaluated by the departments and recommended to the Dean for approval after the first semester of course work or after a minimum of six credits has been earned.

*Course credits:* A minimum of thirty (30) graduate credits is required for each master's degree. While no formal minor is required, a limited number of credits may be taken — but only with major departmental approval — in a closely-related minor for which the candidate is qualified. Graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Chairman of the Department and the Dean. Not more than six transfer credits may be accepted; and these are accepted conditionally until a minimum of one semester of graduate work has been completed. A student who receives transferred credits is not hereby exempted from any part of the comprehensive examination.

*Modern Language Requirement:* The extent and nature of foreign language requirements are the responsibility of the department concerned. See specific departmental descriptions.

*Comprehensive Examinations:* Before any master's degree or certificate is awarded, the candidate must pass a comprehensive examination in his graduate course work. A student may take this examination only after he has satisfied the language requirement and the major portion of his course requirements. At the option of the department concerned, this examination may be oral, written, or both. Eligibility for admission to the examination is determined by the Graduate School office with the advice of the departmental chairman. Permission will be issued when it has been established that the candidate has satisfied all the necessary requirements.

Comprehensive examinations are ordinarily given towards the end of each semester and at the end of the summer session. Each student is expected, however, to consult his major department in order to learn more precisely the times at which comprehensive examinations are given and about the general nature of the examination. He should then notify the Graduate School office of his intention to take the examination. Information about the specific date, place, and time of examination will be supplied later to the candidate by the chairman's office.

The results of the examinations are communicated to the candidate by mail. A candidate who fails may take the examination again at the next, or a later, examination period. If he fails the second time, he forfeits all his graduate credits. There are no exceptions to this rule.

*Thesis:* In some master's degree programs a thesis is required, in others it is not. It is the responsibility of the student to make himself familiar with the regulations of his major department concerning the thesis requirement in the particular degree program he enters.



If a thesis is accepted in partial fulfillment of the requirements for a master's degree, ordinarily six credits will be granted for it. Each thesis shall be done under the supervision of an assigned thesis director, and must be approved by him and by at least one other reader assigned by the department. In the preparation of the thesis, the style regulations peculiar to each department and those common to the Graduate School should both be observed. Two typed copies of each thesis must be bound and submitted to the Graduate School office at the prescribed time; these must include the original and a copy (first carbon or clear photostat) approved in advance by the Graduate School; a student who does not wish to attend to the binding of the thesis himself must file the completed, *approved*, and *signed* unbound copies of his thesis at the Graduate Office on or before the date specified in the academic calendar, accompanied by the proper fee. The submitted theses become the property of Boston College, and permission to publish them in their original or modified form must be obtained from the Dean of the Graduate School of Arts and Sciences.

All students must be registered for thesis supervision during any semester or term in which they require such supervision. Since only six semester hours are allowed for these credits, those who have not finished their thesis within this time must register for two semester hours of supplementary thesis direction whenever further direction is necessary. There is no academic credit for this later registration.

*Special degree requirements:* For the Master of Science degree (non-thesis) in Biology, students are required to complete a minimum of thirty-four (34) credits of course work.

For the Master of Science degree in Nursing, students are in general required to complete forty-four (44) credits of course work including courses in Nursing Education, a field of clinical specialization, student teaching, and electives. There is no modern language requirement for this degree. Students must pass a comprehensive examination in their course work. For fields of specialization and the required core courses, see Department of Nursing (p. 148).

For the Master of Arts degree in Community Social Psychology, forty-eight (48) credits, including twelve (12) hours of field credit, are required. This program is open to full-time students only.

*Time limit:* All course work including the thesis and transferred credits must be completed within five years of the time at which the graduate courses begin. Time spent in the Armed Forces is not included within this five-year period.

#### REQUIREMENTS FOR THE DEGREES OF MASTER OF ARTS IN TEACHING (M.A.T.) AND MASTER OF SCIENCE IN TEACHING (M.S.T.)

There are three programs, Plans A, B, and C, under the M.A.T. and M.S.T. degree (cf. p. 9). Preparation through the M.A.T. Program is restricted to students teaching English, the Social Sciences, and the modern



Foreign Languages. Preparation through the M.S.T. program is restricted to students teaching Mathematics and the Natural and Physical Sciences.

Applicants for admission to this program must satisfy the regular Graduate School entrance requirements including eighteen semester hours of upper-division work in their proposed area of specialization. Students must be accepted by the department in which they wish to specialize and by the Education Department. Whenever possible, the students will be involved in a paid full year teaching internship as a major part of the program. Whenever relevant, the general regulations governing the requirements for the Master's Program described above (p. 9) are applicable to this degree also.

*Course Credits:* A minimum of thirty graduate credits is required for the M.A.T. and M.S.T. degrees under Plan C. Plans A and B for the M.A.T. and M.S.T. degrees require thirty-six graduate credits.

*Modern Foreign Language Requirement:* This is a function of the specific department involved.

*Comprehensive Examinations:* Before the M.A.T. or M.S.T. degree is awarded, the student must pass a comprehensive examination in his course work. This examination is taken in two parts: one part to be devoted to the examinee's subject-matter field, the other part to the field of Education.

*Research:* Although a thesis is not prescribed as a requirement for this degree, each student will be expected to complete a research paper in his area of specialization (content). The research paper will be defined by and under the jurisdiction of the department of the Graduate School of Arts and Sciences in which the student will specialize, i.e., English, History, Modern Foreign Languages, Mathematics or the Sciences.

*Time Limit:* All requirements must be completed within five years of the time at which course work began, exclusive of time spent in the armed forces. Normally, in a planned program of courses, internship and research, the degree can be completed within a two-year period.

#### SPECIAL MASTER'S PROGRAMS

*A Master of Arts Program in American Studies*

For further information regarding admission and degree requirements, see page 520.

*A Master of Arts Program in Medieval Studies*

For further information regarding admission and degree requirements, see page 523.

*A Master of Arts Program in Mathematics (non-research)*

For further information regarding admission and degree requirements, see page 446.

## DOCTOR'S PROGRAM

## REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is conferred only in recognition of proficiency in advanced scholastic achievements. While the basic requirements for the doctor's degree may be defined, the degree is not granted for the routine fulfillment of certain regulations nor for the successful completion of a given number of courses, but only for distinctive attainment in a special field of concentration and for a demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research and conspicuous for its scholarship. For these reasons the subsequent requirements are to be considered minimal and may be modified by the Dean or Chairman as circumstances warrant. Candidates for the doctor's degree must pursue a unified and organized program of study. This organization is achieved in different ways in different departments, and the pattern of any department should be learned from the department chairman.

*Residence Requirements:* For students who hold the master's degree, a minimum of two full additional semesters of graduate course work is required for the doctorate. For those who are accepted on their collegiate record, at least four semesters of graduate course work are required. In this connection a full semester is ordinarily taken to mean four three-credit courses. At least one year of residence is required during which the candidate must be registered at the University as a full-time student following a program of course work or research approved by the major department. Students who wish leaves of absence which carry residence credit should consult the Dean of the Graduate School.

The residence requirement for the degree of Doctor of Philosophy may not be satisfied by summer session attendance only; nor may a doctoral candidate earn more than eighteen graduate credits towards his degree in summer courses.

The Ph.D. program in Community Social Psychology has a residence requirement of four years of full-time study.

*Modern Foreign Language Requirements:* The extent and nature of foreign language requirements are the responsibility of the department concerned. See specific departmental description.

*Comprehensive Examination and Admission to Candidacy:* Before being admitted to candidacy for the doctor's degree, the student must pass comprehensive written and/or oral examinations in his major and two minor fields. A student may present himself for the comprehensive examination only after he has satisfied the specific departmental requirements. The chairman of the major department shall present to the Dean of the Graduate School for approval the students who are eligible for this examination, which must be taken within five years from the initiation of doctoral work. Upon failure to pass the comprehensive examination the first time, it may be taken a second time with the approval of the chairman of

the department but in no case earlier than the following semester. If the second examination is unsatisfactory, no further trial is permitted.

A student who has been admitted to candidacy for the doctor's degree is required to register each semester in the Graduate School and to pay the doctoral continuation fee.

*The Thesis:* At any time after admission to candidacy, but within the time limit set for the completion of doctoral work and on the dates marked on the academic calendar, the candidate must submit to the chairman of his major department two typewritten copies of his thesis, the original and the first duplicate. The subject of the research for the thesis must be chosen with the approval of the major department and the work must be done under the direction of an adviser. The thesis must be the result of independent research. Where collaboration is required the matter should be referred to the Dean. In the preparation of the manuscript the student is to follow the requirements referred to above under the section on the thesis for the master's degree.

Upon completion of the thesis, the Dean will appoint a committee of three, consisting of the major professor and two other members of the graduate faculty, to judge its substantial merit: Their report, if favorable, will be endorsed on the official title page. The two copies of the thesis should then be filed in the Graduate School office on the date set in the academic calendar.

*Final oral examination:* After approval by the readers, the thesis must be defended in an oral examination before a board of examiners appointed by the Dean.

*Time limit:* All requirements for the doctor's degree must be completed within eight consecutive years from the commencement of doctoral studies; the thesis must be completed within three years after admission to candidacy. Time spent in the armed forces is not included within this eight-year period.

All doctoral dissertations will be microfilmed according to the plan provided by University Microfilms Inc., Ann Arbor, Michigan. This publication by microfilm does not preclude the student's right, with the approval of the Graduate School of Arts and Sciences, to publish his dissertation later on in book or other form.

To fulfill the microfilm publication requirement, a candidate for the degree of Doctor of Philosophy or Doctor of Education must take the following steps:

A. Submit by four weeks before Commencement at the latest to the Graduate School of Arts and Sciences a card, obtainable from the Registrar, providing the following information:

Name  
All previous degrees  
Major department  
Exact title of dissertation



B. By Monday, May 25, at the latest, one week before Commencement the following items:

1. Two (2) typewritten unbound copies (one a first copy in satisfactory form for microfilming) of the dissertation. These copies will not be returned to the author.
2. Two (2) copies of an abstract of 600 words or less. This abstract will be published in "Dissertation Abstracts," a bi-monthly publication which receives wide distribution.
3. A signed microfilm agreement form.
4. Payment of a fee of \$35.00 to cover costs of microfilm publication and of binding the dissertation. If copyright is desired, an additional fee of \$12.00 will be required.
5. A completed copy of the questionnaire entitled "Survey of Earned Doctorates."

The second deadline of Monday, May 25, 1970 mentioned above is absolute. The name of any student who fails to meet this deadline will of necessity be removed from the June Commencement list. Such a student may make arrangements to have the degree conferred in September.

No dissertation will be available for distribution until it has been microfilmed. A bound copy will, however, be deposited in the Boston College Library where it may be consulted, with the consent of the author.

The student is reminded that by May 25 he must have settled all financial accounts with the Treasurer's Office and returned books to the library.

### REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION (D.Ed.)

The requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite for the degree. There are no modern foreign language requirements, but technical competence in research methods and in statistics is required. There are five approved major fields of concentration leading to the Doctor of Education degree: (1) Administration and Supervision; (2) Counselor Education and Counseling Psychology; (3) Higher Education; (4) History and Philosophy of Education; (5) Educational Psychology and Measurement. All students admitted to the field of Administration and Supervision since September 1, 1965 have been required to meet the residence requirements described above for the degree of Doctor of Philosophy. In addition, all students admitted to the other four fields listed above who have not begun course work until after September 1, 1967, must meet the residence requirements as described above for the degree of Doctor of Philosophy. Comprehensive examinations, a thesis, and final oral examination are required as described above for the degree of Doctor of Philosophy. The time limit is also the same.

## ADMISSION

### *Eligibility*

The Graduate School is co-educational. Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from a recognized institution, and must give evidence of the ability and the preparation necessary to the satisfactory pursuit of graduate studies. This evidence will be furnished primarily, but not necessarily exclusively, by the distribution of undergraduate courses and by the grades received in them. Further stipulations—e.g., for doctoral candidates—are made in the appropriate sections below.

Applicants lacking a bachelor's degree generally are not admitted to Graduate School classes, but are recommended instead to present their needs to the Dean of the Evening College of Arts, Sciences, and Business Administration. The only exceptions to this rule are made for unusually qualified undergraduates recommended for individual courses by the Deans of Boston College. These students, ordinarily seniors in the last semester of their collegiate program, must register with and pay all fees and expenses to their own subdivision of Boston College at the rates set in the Graduate School.

Applicants for the Certificate of Advanced Educational Specialization should have a master's degree and three years of teaching experience.

Applicants for the degree of Doctor of Philosophy or of Education are accepted on the basis of prior academic work that offers promise of doctoral proficiency. At the earliest date possible after initial application, applicants are to arrange a personal interview through the department chairman with departmental representatives. Applicants will be notified officially by the Graduate School of acceptance for doctoral course work only after departmental study of their completed application files.

### *Application Deadlines*

Graduate studies are best begun in September. Studies for the Ph.D. in Community-Social Psychology must start in September. In many departments, however, studies may be initiated in September, January, or June (Summer Session). Applications should be on file in the departmental offices by July 1 for September admissions, by December 1 for January admissions, and by May 1 for the Summer Session. Each application for admission to the Boston College Graduate School of Arts and Sciences as a degree candidate or as a special non-degree student must be accompanied by a (non-refundable) application fee of \$10.00 (U.S.A.).

The deadline for submitting an application for admission which is accompanied by an application for fellowship or assistantship is March 15.

Foreign students who wish to apply for a fellowship or assistantship must submit their applications for admission and fellowship or assistantship by February 16. Foreign students who wish to apply for admission or a tuition scholarship must submit their applications by May 1.

If, after a reasonable period following application (e.g., five or six weeks), the domestic students have not heard concerning the status of their applications, they should check with their departments for information concerning the completeness of their files. Foreign students should contact the Graduate School Office for this information.

*Application Procedure: Domestic Students*

Application for admission to the Boston College Graduate School of Arts and Sciences is made by submitting an application form and the supporting documents *to the department or program* to which admission is sought.

*Application Procedure: Foreign Students*

All application material for foreign students should be sent to:

Graduate School of Arts and Sciences  
BOSTON COLLEGE  
Chestnut Hill, Massachusetts 02167

All documents submitted by all applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed, and the applicants must provide new ones if they later decide to begin graduate study.

*Application Forms:* All applicants for admission as degree candidates or special students must complete and submit an APPLICATION FOR ADMISSION form by the appropriate deadline. Religious men and women should give their family names in making application. Further, when writing afterwards for records or information, they should be sure to repeat the family name since all students' files are arranged alphabetically by the family name.

The Standard Graduate School of Arts and Sciences APPLICATION FOR ADMISSION form is to be used by U.S. citizens and those applicants who, although not U.S. citizens, are permanent residents of the United States. As different forms are required of foreign students, a citizen of the United States who, while residing in a foreign country, requests a catalog and application form, should clearly specify his citizenship.

All foreign students who write to the Graduate Admission Office will receive a REQUEST FOR APPLICATION form, printed on thin, lightweight paper suitable for air-mailing. When the REQUEST FOR APPLICATION is returned, it will be evaluated by the Committee on Admissions. Applicants who are judged to be qualified will receive the complete application forms entitled APPLICATION FOR ADMISSION TO AN EDUCATIONAL INSTITUTION IN THE UNITED STATES. The complete forms will request a resumé of the student's background, a certificate of health, a confidential financial statement, a report on pro-



iciency in using the English language as measured by a standard examination such as the TOEFL (Test of English as a Foreign Language), as well as school transcripts and three letters of recommendation.

*Transcripts:* All applicants for admission as degree candidates or special students are required to submit official transcripts of all past academic work. Applicants still in their senior year of college should provide in duplicate transcripts complete through the junior year and as soon as available through the first semester of their senior year. Qualified students will be accepted on the basis of these first semester senior grades (and at times on the basis of their junior grades) but may not register until an official transcript has been received indicating the receipt of the Bachelor's degree.

*Letters of Recommendation:* All applicants for admission as degree candidates must submit at least two letters of recommendation, which are to be sent by professors who have had recent classroom and preferably major field knowledge of the applicant.

Three letters of recommendation are required of all foreign students and all applicants for admission to a doctoral program in the Departments of Germanic Studies and Romance Languages. Special students are not required to submit letters of recommendation.

*Examination Scores:* The Graduate Record Examination (GRE) is desirable but not a general *admission* requirement of the Graduate School of Arts and Sciences. Various departments, however, do require certain tests.

The Departments of Biology, Economics, and Political Science require all applicants for admission to degree programs to submit scores of both the GRE Aptitude and the Advanced Test.

The Department of Education requires all applicants for admission to master's, C.A.E.S., or doctoral programs to submit scores of the GRE Aptitude Test. Applicants for admission to doctoral programs in the Department of Education must submit, in addition, scores of the Miller Analogies Test. Those who seek admission to a doctoral program in Counselling Psychology are required to submit a third score: The Minnesota Multiphasic Personality Inventory.

The Department of English and Philosophy require all applicants for admission to degree programs to submit scores of the GRE Aptitude Test.

The Department of Psychology requires all applicants for degree programs to submit scores of both the GRE Aptitude Test and the Miller Analogies Test.

All applicants in other departments are encouraged to take the GRE prior to admission, and to have the scores of the Aptitude Test as well as the Advanced Test, where one is given in their field, submitted as part of their application.

Students are advised that the results of these various tests must be sent to the specific departments concerned.

Information on the dates of registration for and administration of GRE and other tests may be obtained from:

The Office of Testing Services  
Boston College  
Chestnut Hill, Mass. 02167

Information on the GRE tests also may be obtained from:

Educational Testing Service  
Box 955  
Princeton, New Jersey 08540

or

Educational Testing Service  
1947 Center Street  
Berkeley, Cal. 94704

### *Special Students*

Students who wish to enter the Graduate School for non-degree course work or for subsequent credit may be admitted as *Special Students*. To be admitted, they must file an application form and submit official transcripts of their undergraduate and any previous graduate records. These application documents of the special student like those of the regular degree candidate, are to be submitted by the deadlines previously indicated. The application fee is \$10.00.

### *Acceptance*

Announcements of acceptance or rejection are sent out as soon as the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student is admitted to the Graduate School until he has been notified officially of acceptance by the Dean.

## REGISTRATION PROCEDURE

Formal registration takes place prior to *each* semester, not merely once a year. The dates for registration appear in the calendar (cf. pp. iii). If, at any time of registration, applicants for admission have not received formal notice of acceptance, they must first go to the Graduate School office and obtain clearance from the Registrar. This step is necessary for those who wish to enroll as Special Students as well as for those intending to follow a regular degree program.

All newly-accepted and already-enrolled students should consult first with their departmental chairman—whose place and hours for interviews are posted on the Graduate School bulletin board—to obtain authorization of their program of courses for each semester. The authorization slips must then be brought to the Graduate School office for processing. Later additions or deletions of courses need approval of the department chairman and will entail a change-of-course fee or a supplementary bill.

The students will receive class cards from the Graduate School office, one for each course in which they are enrolled. The class card contains the name and number of the course, and the number of credits it carries. All of these cards must be taken to the Treasurer's Office, where they are stamped, and then presented to the professors at the first class meetings. Any student who fails to present a class card, or who presents one without the Treasurer's stamp, will be excluded from class until the omission has been rectified. This procedure applies also to cards for thesis supervision and for reading courses.

All students must pay semester fees and tuition at the time of registration. When payment is made by check, the check should be made out to "Boston College—Graduate School of Arts and Sciences" and should be taken or mailed to the Treasurer's Office, not the Graduate School. If a student wishes, for serious reasons, to request deferral of payment, he should direct his request to the Treasurer, not to the Dean. Until payment has been made or a satisfactory arrangement worked out, class cards will not receive the Treasurer's stamp validating them for admission to class.

## GRADUATE SCHOOL REGULATIONS

### SATISFACTORY COURSE WORK

In each graduate course (exclusive of Thesis Seminar 301) in which he registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C,F,W, or I. The high, passing grade of A is awarded for course work which is distinguished. The ordinary, passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than ten or an F in more than eight semester hours of course work may be required to withdraw from the school.

A student who withdraws from a course in which he is registered for credit following the proper procedure (see WITHDRAWAL FROM COURSE, below) and prior to the end of the third week of the semester will not have the course listed on his transcript. Proper withdrawal subsequent to this period will result in a W for the course and will be so listed on the transcript. A student who fails to complete the requirements of a course and fails to withdraw officially will receive a grade of F.

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments



longer than four months may be granted only by the Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a *temporary* grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

#### WITHDRAWAL FROM COURSE

A student is free to withdraw from any course in which he is registered for credit at any time during the first three weeks of the semester. Such withdrawal must be made by presentation of a signed authorization slip (obtained from the departmental office) following which a course-change slip must be completed in the office of the Registrar. Withdrawal from a course after this period, but prior to the two weeks immediately preceding the examination period, will be allowed by the Graduate Office if the previous procedure includes the written consent of the professor involved.

#### EXAMINATIONS

In each course, except seminars and teacher-training courses, there is a semester examination. This semester schedule is posted on the Graduate School bulletin board and should be consulted by the students.

When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio, generally at the latest by noon. The scheduling of examinations thus cancelled is posted on the Graduate School bulletin board.

Written or oral comprehensive examinations are given at times arranged by the department, with the Dean's approval. Notices of success or failure in these examinations are communicated by mail.

#### REPORTS AND TRANSCRIPTS

No grades of any kind will be released orally at the Graduate School office. Semester grades are mailed to all students who are in good standing. Requests for transcripts must be made in writing and should be addressed to the Registrar of the Graduate School. The official transcript lists all courses for which the student has been registered, except those discontinued during the first three weeks of a semester. Except for the initial request which entails no fee, subsequent requests entail a \$1.00 fee which must be enclosed with the request for the transcript. Official transcripts will be sent only to institutions or agencies indicated by the student in his request. Transcripts are not supplied during the periods of registration.

There are no thesis seminar marks. The grade for the thesis is an average of the grades submitted by the official readers of the thesis and appears only on the complete transcript.

Grades earned in Summer Sessions are mailed by the Summer School Office. Such grades are not transferred automatically to the records of the Graduate School of Arts and Sciences. Rather, it is the responsibility of each student enrolled in the Graduate School of Arts and Sciences who wishes grades for work done in a Summer Session to appear on his record in the Graduate School to make arrangements with the Summer School Office to have Summer Session grades sent to the Registrar of the Graduate School of Arts and Sciences.

### AWARD OF DEGREES

All graduate school degrees are awarded at the annual June commencement. Those who plan to graduate in June must inform the Registrar no later than April 13. Notices will be sent of deficiencies. Those who finish degree requirements during the school year may request certification of the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement program. While all degree candidates are expected to attend graduation exercises, permission to be absent is granted if requested of the Dean by May 25. Absentee graduates will be mailed diplomas on payment of a \$1.00 service fee, such requests being honored not exceeding one year from the date of graduation. Thereafter, graduation will be indicated by transcripts only, except in the most unusual circumstances.

The name of a graduate will not appear on the official commencement list if all financial and library accounts have not been settled by May 25 preceding graduation; nor will a diploma or transcript be awarded or issued where the fees have not been paid.

Provision is made for summer graduation. Graduate students who have completed all degree requirements by September 1 are eligible to receive the degrees as of that date. There is a graduation fee of twenty dollars. This and all other financial obligations must be paid before the degree is awarded. The diploma and official transcript of grades may be obtained after November 30 at the Graduate Office, Gasson 102. As there are no commencement exercises in September, the names of those receiving degrees at that time will be included in the program of the following June. September graduates are welcome to participate in this June commencement.

### UNIVERSITY FACILITIES

The library facilities for graduate study are contained in the Bapst Library and the Science Library, in the libraries of the College of Business Administration and the School of Nursing, and in certain specialized departmental libraries.

Graduate Students are urged to use the facilities of the Placement Bureau (Alumni Hall), the Housing Office (McElroy 233), the University Chaplain's Office (McElroy 141), the Counseling Office (Gasson

114), The Financial Aids Office (Gasson 217), the Foreign Student Office (McElroy 229), and the Military Advisory Office (Gasson 114). Students interested in secretarial employment should contact the Secretarial Personnel Office in Gasson. Graduate students are further urged to acquaint themselves with the Boston College Alumni Association, and to contact the Alumni Secretary in Alumni Hall about membership and activities.

The University maintains a Foreign Student Office in McElroy 229 for the information and assistance of all who are not citizens of the United States. The Foreign Student Office offers service in areas involving academic, language, cultural, social, financial, housing, and immigration questions. All who are interested in international education are encouraged to contact this office for information concerning various international activities on this campus and in the Boston community. The office also makes available reference materials on foreign travel, culture, education, etc.

All international students enrolled in the Graduate School of Arts and Sciences are required to register with the Foreign Student Office at the beginning of each academic term.

### GENERAL FEES AND EXPENSES

#### 1. *Schedule of Tuition and Fees*

Application fee (not refundable) .....	\$ 10.00
Registration fee, each semester (not refundable) .....	5.00
Late registration fee, any semester (not refundable) .....	5.00
Tuition per semester hour (includes library fee) .....	60.00
Auditor's tuition, per semester hour for first course .....	60.00
Auditor's tuition, per semester hour for other courses .....	30.00
Laboratory course fee, per semester .....	25.00
Laboratory course fee for Biology, per semester .....	30.00
Laboratory fee for Psychology, per semester .....	25.00
Laboratory research (thesis) fee, per semester .....	10.00
Addition or withdrawal of individual course fee (not refundable) .....	3.00
Each advanced or deferred examination .....	5.00
Transcript of grades fee .....	1.00
Practice Teaching fee (for M.S. in Nursing) .....	150.00
Community psychiatric nursing laboratory fee .....	100.00
Economic Statistics laboratory fee .....	10.00
Continuation fee for Cand. Ph.D. or D.Ed. per semester .....	80.00
Final oral examination for Ph.D. or D.Ed. ....	20.00
Binding fee for Master's thesis (per copy) .....	4.00
Microfilm and binding fee for doctoral thesis .....	35.00
Copyright fee (if copyright is desired) .....	12.00
Graduation fee: Master's degree or certificate .....	20.00
Doctor's degree .....	25.00

The Trustees of Boston College reserve the right to change the rate of tuition and fees whenever such action is deemed necessary.



2. *Payments*

All tuition and fees are due and payable in full at time of registration. Payments may be made at the Treasurer's Office, Gasson 100.

Office Hours: Daily 9:00 a.m. to 5:00 p.m.

Please make all checks payable to:

Boston College—Graduate School of Arts and Sciences

3. *Refunds*

Fees are not refundable.

Tuition is refundable on withdrawal subject to the following conditions:

- a. NOTICE OF WITHDRAWAL should be made in writing in the Registrar's office, Gasson 102, or by registered mail in extenuating circumstances. In the event of the letter send the letter to:

Registrar  
Graduate School of Arts and Sciences  
BOSTON COLLEGE, Gasson 102  
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal will determine the amount of tuition refund.

*Schedule of refunds*

1st or 2nd week .....	80% of tuition charge
3rd week .....	60% of tuition charge
4th week .....	40% of tuition charge
5th week .....	20% of tuition charge

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

## FELLOWSHIPS AND ASSISTANTSHIPS

A variety of academic awards is available: University fellowships teaching fellowships, assistantships, research assistantships, traineeships, and various federal fellowships. Applications for fellowships should be completed and submitted to the Dean by March 16. Later applications will be accepted, but normally will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowships or assistantships are necessarily more exacting than those for securing simple admission to Graduate School.

## 1. UNIVERSITY FELLOWSHIPS

University Fellowships are available in departments offering the Ph.D. degree. These are non-service awards and provide a stipend of

\$2,500 with remission of tuition. Students should contact the specific departments for details.

## 2. TEACHING FELLOWSHIPS

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to \$3,000 with remission of tuition. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to his graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

## 3. ASSISTANTSHIPS

Assistantships are available in most of the departments. Application for assistantships, which will be forwarded upon request, should be returned to the Dean's Office by March 16. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on a ten-month basis (September-June), and do not cover the Summer Session. All assistants are expected to supply in-service work averaging 12 hours per week, from early September through the full week prior to commencement. Generally the assistants in natural science departments have their in-service work in the laboratory. However, in these and in most other departments the assistants may be required to grade papers, proctor examinations, and provide academic service to the professional staff. Occasional teaching may be required.

Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with, and permission of, the chairman of the department.

Stipends for assistants range up to \$2,500 with full remission of tuition. Laboratory fees are remitted to science assistants, but they are responsible for other normal Graduate School fees. At the opening of each school year, or at whatever other time an assistantship may be awarded, assistants must report to the Treasurer's Office to fill out personnel cards.

An assistant who relinquishes an assistantship voluntarily must report this matter in writing to the Dean. Assistantships may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

## 4. RESEARCH ASSISTANTSHIPS

Research assistantships are available in the Departments of

Biology, Chemistry Mathematics, and Physics. Funds for these research assistantships are provided by sponsoring organizations. The stipends are similar but not uniform in the departments. Holders of research assistantships are responsible for fees and tuition. Summer research opportunities are also available on some research projects. For further information contact the chairman of the department.

#### 5. PROFESSIONAL NURSE TRAINEESHIPS

Traineeships from the National Institute of Mental Health, the Office of Vocational Rehabilitation and the Nurse Training Act of 1964 are available to qualified applicants. Funds defray the cost of tuition, fees, and living expenses. Applications and details are available from the Department of Nursing.

#### 6. FEDERAL FELLOWSHIPS AND TRAINEESHIPS

A number of N.D.E.A. Title IV Graduate Fellowships are available to students in doctoral departments. A number of N.S.F. Graduate Traineeships are available in the science departments for students with outstanding aptitude and promise. All U.S. citizens who are admitted as doctoral students in these departments and who have submitted an application for financial assistance, (application for Graduate Assistantship and Fellowship) will be considered for the award of an N.D.E.A. Title IV Fellowship.

The Graduate School reserves the right to make changes and additions in its offerings, regulations and charges without extended notices.



## DEPARTMENT OF BIOLOGY (Bi)

*Professors:* REV. WILLIAM D. SULLIVAN, S.J.\* (*Chairman*), YU-CHEN TING, CHAI HYUN YOON.

*Associate Professors:* WALTER J. FIMIAN, JR., JAMES J. GILROY, MAURICE LISS, FRANCIS L. MAYNARD, JOSEPH A. ORLANDO, PETER RIESER, CHESTER STACHOW.

*Assistant Professors:* MARIA L. BADE, REV. DONALD J. PLOCKE, S.J., ALLYN H. RULE.

*Lecturer:* JOLANE SOLOMON.

\*On leave of absence, 1969-70.

The activities and research interests of the Graduate Faculty are as follows: biochemistry—mechanism of enzyme reactions and comparative biochemistry (Bade); radiation biology and experimental embryology—quantitative determinations of melanogenesis (Fimian); bacteriology—factors involved in changes in bacterial fermentation patterns (Gilroy); protein chemistry—amino acid and protein metabolism (Liss); cell physiology—vascular patterns and endocrinology of hibernation (Maynard); biochemistry and photosynthesis—the nature and function of heme-protein in photosynthetic systems (Orlando); biophysical chemistry—the role of metals in nucleic acids and enzymes (Plocke); cell physiology—insulin reaction (Rieser); immunochemistry (Rule); endocrinology (Solomon); microbiology—lyzogenic phage-like particles from *Bacillus subtilis* (Stachow); biochemistry of protozoa—radiation and autoradiographic studies of enzymatic activities and DNA synthesis in protozoa; electron microscopy—nucleolar studies of RNA synthesis and migration (Sullivan); cytology cytogenetics—cytogenetic studies of maize and its relatives (Ting); genetics—DNA and RNA transformation and neurological mutations (Yoon).

Within the Department there is also a Cancer Research Institute offering opportunities for research for qualified graduate students.

To the general requirements laid down by the Graduate School for admission to the master's and doctorate programs the following are to be added. Those seeking admission to the Master of Science and the Doctor of Philosophy programs in biology must have a strong background in biology, chemistry, and mathematics. The grade in this required work must be B or better. Where an applicant's general average is satisfactory but the number of prerequisites falls short of what has just been set forth, the remaining courses may be made up in the Graduate School.

The Ph.D. candidates are required to take a year of biochemistry, a year of calculus and physics, and a course in physical chemistry. Four seminars above the Master's level are required. Comprehensive Examinations for the Ph.D. degree will be conducted according to the Academic Calendar in the Graduate School Catalogue.

The M.S. candidates are required to take 30 credit hours including 6 hours for Thesis Research and one seminar course. The Master's degree

should include a broad background in the areas of our Departmental offerings. One course must be chosen in biochemistry, genetics, physiology, and microbiology. The level at which the basic courses are to be taken are decided by a special committee. In certain cases two out of the last three areas might be allowed. However, all students must have one biochemistry course at some level of instruction. Ten to twelve hours are the recommended course load for each semester for the first year. Comprehensive Examinations for the Master of Science and Master of Science in Teaching degrees are given in May (for potential June graduates) and in late June (for potential September graduates) for second year students.

The Department will offer course work leading to an M.S. (non-thesis) degree. A minimum of 34 credits of course work will be required. For further information regarding this degree consult with the Chairman of the Department.

While the formal modern language examination is not required, students entering the Department without knowledge of a modern language are required to take two years of a modern language receiving a grade of B or better. Individual professors may demand and test students for proficiency in modern language.

GRE scores—the verbal, quantitative and advanced tests—are required.

### COURSES OF INSTRUCTION

#### BI 221—BIOCHEMICAL CONTROL MECHANISMS (3)

Regulation and biochemistry of enzyme synthesis. Problems dealing with the kinetics and physical properties of certain enzymes will be discussed. Three lectures per week.

*First semester*

*Prof. Stachow*

#### BI 222—IMMUNOLOGY (2)

Readings and lectures related to the immune response, antibodies, antigens, immunological specificity and the many manifestations of antibody-antigen reactions. The relationship between *in vivo* immunity and *in vitro* methods to quantitate these reactions will be discussed.

*First semester*

*Prof. Rule*

#### BI 224—IMMUNOCHEMISTRY (2)

Lectures, readings and seminars on the chemistry of immunity. Specific topics include the structure of antibody, the chemistry of antigenic determinants, complement fixation, hypersensitivity, transplantation antigens, blood group substances, and the free energy of the antibody-antigen reaction. Specific quantitative methods in immunology, protein and carbohydrate chemistry are reviewed in detail as they relate to data and results of pertinent current investigations.

*Prerequisite: Consent of the instructor.*

*Second semester*

*Prof. Rule*

*Offered 1970, 1972, 1974, etc.*

## BI 226—LABORATORY IN IMMUNOCHEMISTRY (2)

The use of quantitative immunological methods such as: precipitation, hemagglutination, complement fixation, equilibrium analysis, etc., will be applied to a specific immunochemical problem. Ouchterlony gels, immunoelectrophoresis, various biochemical fractionation techniques, and methods in quantitating both proteins and carbohydrates will be used. A term paper is required.

*Prerequisite: Consent of the instructor.*

*Both semesters*

*Prof. Rule*

## BI 231—BACTERIAL PHYSIOLOGY (2)

A study of bacterial organelles, their molecular structure, function, and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week.

*Prerequisites: Biochemistry and a basic course in bacteriology or consent of the instructor.*

*First semester*

*Prof. Gilroy*

## BI 233—LABORATORY IN BACTERIAL PHYSIOLOGY (2)

Methods of cultivation, observation and differentiation of bacteria are presented. Other experiments include the regulation of cell size and macromolecular synthesis, control by end product, inhibition and repression and an analysis of biosynthetic pathways through the use of autotrophic mutants. One four-hour laboratory period per week. Not required for enrollment in Bi 231.

*Prerequisite: Enrollment in Bacterial Physiology (Bi 231).*

*First semester*

*Prof. Gilroy*

## BI 245-246—INTRODUCTION TO BIOCHEMISTRY (4)

The study of the biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, gene action, control mechanisms and macromolecular biosynthesis will also be included. Two seventy-five minute lectures and one three-hour laboratory period per week for two semesters.

*Prerequisite: Organic chemistry.*

*Both semesters*

*Profs. Orlando and Stachow*

## BI 247—PROTEIN CHEMISTRY (4)

The chemical, physical and biologic properties of enzymic and non-enzymic proteins of nucleic acids. Two seventy-five minute lectures and a one-hour seminar per week.

*Prerequisite: Biochemistry*

*Second semester*

*Prof. Liss*

## BI 248—ENZYME BIOCHEMISTRY (4)

A study of the techniques of isolation and characterization of enzymes. The study will include methods, reaction rates, pH and temperature effects, energetics, oxidation-reduction, and inhibitor effects. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

*Prerequisite: Biochemistry*

*Second semester*

*Prof. Orlando*



## BI 250—STRUCTURE AND FUNCTION OF METABOLITES (4)

Chemistry and biochemistry of metabolites with examples drawn from various organisms. Reaction mechanisms, metabolite networks, etc., are considered. Two seventy-five minute lectures and one three-hour laboratory period per week. Lab fee: \$30 per semester.

*Prerequisites: Bi 145, 146 and Chemistry 31, 32.*

*Second semester*

*Prof. Bade*

## BI 256—CELL PHYSIOLOGY (4)

Universal principles and processes underlying cellular functions. Catalysis, diffusion control, spatial organization, molecular recognition, signal generation, metabolic regulation, and sequence coding. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

*Prerequisites: Quantitative analysis, organic chemistry and biochemistry.*

*Second semester*

*Prof. Rieser*

## BI 257—HUMAN PHYSIOLOGY (FOR NURSES ONLY)

The function of human organs and systems with special emphasis on regulatory mechanisms. Primarily for graduate nurses; others are admitted only with the consent of the instructor. Two lectures per week for two semesters.

*Both semesters*

*Prof. Maynard*

## BI 261-262—GENERAL ENDOCRINOLOGY I, II (4, 4)

A study of the phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and physiological effects of hormone action including clinical considerations. Lab fee: \$30 per semester.

*Prerequisites: Biochemistry, embryology, physiology.*

*Both semesters*

*Prof. Solomon*

## BI 272—CYTOGENETICS (4)

Explanations of genetic consequences in terms of chromosome behavior, function, number and structure. Two lectures and one three-hour laboratory period per week. Laboratory materials include maize, *Tradescantia* and mouse. A term paper is required. Lab fee: \$30 per semester.

*Prerequisites: One course each in genetics and cytology or with the consent of the instructor.*

*Second semester*

*Prof. Ting*

## BI 276—BIOLOGICAL STATISTICS (4)

Probability, chi-square, T-distribution, F-distribution and Poisson distribution are discussed. Also various correlations. Two lecture periods and one four-hour laboratory period per week. Lab fee: \$30 per semester.

*Second semester*

*Prof. Yoon*

*Offered alternate years: 1969-1970.*

**BI 278—MOLECULAR BASIS OF HEREDITY (4)**

A study of recent literature in genetics at molecular level. Gene-enzyme, gene-peptide; gene-DNA-RNA relationships. Replication of DNA, genetic codes and fine structures of chromosomes are discussed. No laboratory. Two two-hour lectures per week.

*Prerequisite: Biology 103 or equivalent.*

*Second semester*

*Prof. Yoon*

*Offered alternate years: 1970-1971.*

**BI 281—RADIATION BIOLOGY AND ISOTOPE METHODOLOGY (2)**

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Two lectures per week.

*First semester*

*Prof. Fimian*

**BI 282—ADVANCED RADIATION BIOLOGY (2)**

A study of genetic, embryological and physiological changes occurring in biological systems affected by localized and total-body exposure to ionizing radiation. Two lectures per week.

*Prerequisite: Biology 281.*

*Second semester (alternate years)*

*Prof. Fimian*

**BI 283—LABORATORY IN RADIATION BIOLOGY AND ISOTOPE METHODOLOGY (2)**

One four-hour laboratory period per week. Lab fee: \$30 per semester.

*Prerequisite: Biology 281 (prior or concurrently).*

*First semester*

*Prof. Fimian*

**BI 284—LABORATORY IN ADVANCED RADIATION BIOLOGY (2)**

One four-hour laboratory period per week. Lab fee: \$30 per semester.

*Prerequisite: Biology 282 (prior or concurrently).*

*Second semester (alternate years)*

*Prof. Fimian*

**BI 291—PROTOZOOLOGY (2)**

The biochemistry of acetate flagellates and ciliates; the role of light in photosynthesis; DNA and RNA synthesis during cell cycle; the use of vitamins and cofactors by ciliates. Two lectures per week.

*First semester. Not offered 1969-1970.*

*Prof. Sullivan, S.J.*

**BI 292—ELECTRON MICROSCOPY (4)**

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, staining, EM viewing and EM photography. Two lectures and one four-hour laboratory period per week. Lab fee: \$45 per semester.

*Prerequisite: Physics, calculus, cytology and Biology 291.*

*Second semester. Not offered 1969-1970.*

*Prof. Sullivan, S.J.*

## Bi 293—LABORATORY IN PROTOZOOLOGY (2)

Growth of protozoa, cell synchrony, bleaching of cells, electro-phoresis, and thin-layer chromatography, the effects of radiation (X-ray and UV), growth and enzyme activity, extraction of cell constituents, and radioautography. One four-hour laboratory period per week. Lab fee: \$30 per semester.

*First semester. Not offered 1969-1970.*

*Prof. Sullivan, S.J.*

## Bi 295—BIOPHYSICAL CHEMISTRY (2)

Lectures in the properties and functional interrelationships of biologically significant macromolecules, with emphasis on physical methods of determining structure. X-ray diffraction, ultracentrifugation, light scattering, viscosity and optical rotation will be considered in detail. The correlation of composition, structure and function will be investigated for a few important biological systems.

*Prerequisites: Calculus and physical chemistry.*

*First semester*

*Prof. Plocke, S.J.*

## Bi 297—LABORATORY IN BIOPHYSICAL CHEMISTRY (2)

Laboratory exercises and projects designed to be performed in conjunction with Bi 295. One four-hour laboratory period per week. Lab fee: \$30 per semester.

*First semester*

*Prof. Plocke, S.J.*

## Bi 299—READINGS AND RESEARCH

*By arrangement*

*THE DEPARTMENT*

## Bi 301—THESIS SEMINAR (3, 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff. Lab fee: \$30 per semester.

*By arrangement*

*THE DEPARTMENT*

## Bi 303-304—CURRENT TRENDS IN MODERN BIOLOGY (3, 3)

An experimental analysis of the patterns of growth and development in cells, in the biochemistry of cell division, and in cellular regulatory mechanisms.

*Prerequisites: Biology 245.*

*Both semesters*

*THE DEPARTMENT*

## Bi 305—THESIS DIRECTION (2 points)

A two-point non-credit course. Lab fee: \$20 per semester, where laboratory is used.

*By arrangement*

*THE DEPARTMENT*

## Bi 306—SEMINAR IN BACTERIAL METABOLISM (1)

Special topics in Bacterial Metabolism.

*Second semester*

*Offered 1969-70, 1972-73, etc.*

*Prof. Gilroy*



## BI 307—SEMINAR ON METABOLIC INTERRELATIONS (1)

A study of metabolism on the cellular, tissue, and organism levels.

*First semester*

*Prof. Orlando*

*Offered 1971-72, 1974-75, etc.*

## BI 308—SEMINAR IN CYTOGENETICS (1)

Discussions on current developments in cytogenetics. One meeting per week.

*Prerequisites: One course each in cytology and genetics or with the consent of the instructor.*

*Second semester*

*Prof. Ting*

*Offered 1970-71, 1973-74, etc.*

BI 309—SEMINAR ON MODERN SCIENTIFIC AND PHILOSOPHIC  
ASPECTS OF EVOLUTION (2)

An examination of the varied philosophies of evolutionism.

*First semester*

*Prof. Sullivan, S.J.*

*Offered 1970-71, 1973-74, etc.*

BI 310—SEMINAR ON THE FUNCTIONAL ROLE OF METALS IN  
BIOLOGICAL SYSTEMS (1)

A study of the role of metals in proteins and nucleic acids, with emphasis of structure-function interrelationships.

*Prerequisites: Biology 295 or its equivalent.*

*Second semester*

*Prof. Plocke, S.J.*

*Offered 1970-71, 1973-74, etc.*

## BI 311—SEMINAR IN NEURO-ENDOCRINOLOGY (1)

A review of recent advances in the physiology of endocrine systems in invertebrates and vertebrates.

*First semester*

*Prof. Maynard*

*Offered 1969-70, 1972-73, etc.*

## BI 313—SEMINAR IN RADIATION BIOLOGY (1)

Modern aspects and research in biological mechanism effected by total body and localized exposure to ionizing radiation.

*Prerequisite: Biology 281.*

*First semester*

*Prof. Fimian*

*Offered 1970-71, 1973-74, etc.*

## BI 314—SEMINAR IN COMPARATIVE BIOCHEMISTRY (1)

An examination of biochemical solutions to problems posed by evolution, by adaptation to particular environmental niches, and by the difference in tasks performed by various organs of the same organism.

*Prerequisite: Consent of the instructor.*

*Second semester*

*Prof. Bade*

*Offered 1971-72, 1974-75, etc.*

- BI 315—SEMINAR IN THE CELL PHYSIOLOGY OF DEVELOPMENT (1)  
An introduction to developmental biology at the cellular level.  
*First semester* Prof. Rieser  
*Offered 1971-72, 1974-75, etc.*

- BI 316—SEMINAR IN HEREDITY (1)  
Discussion of current topics in genetics.  
*Second semester* Prof. Yoon  
*Offered 1971-72, 1974-75, etc.*

- BI 317—SEMINAR ON THE STRUCTURE AND FUNCTION OF  
MACROMOLECULES (1)  
The manner in which the primary, secondary, and tertiary structures  
of biologically active substances affects the mode of action and total  
range of activities.  
*First semester* Prof. Rule  
*Offered 1969-70, 1972-73, etc.*

- BI 318—SEMINAR ON ADVANCES IN MOLECULAR BIOLOGY (1)  
Biochemical and biophysical aspects of cellular activities.  
*Second semester* THE DEPARTMENT  
*Offered 1969-70, 1972-73, etc.*

- BI 360—THESIS COLLOQUIUM  
Discussions on recent development in cellular biology. One hour per  
week. Compulsory attendance for all first year graduate students. No  
academic credit and no financial charge.  
*Both semesters* Prof. Rule

- BI 500—DOCTORAL CONTINUATION  
All students who have been admitted to candidacy for the Ph.D. de-  
gree are required to register for doctoral continuation during each semes-  
ter of their candidacy. This registration entitles them to the use of uni-  
versity facilities (library, etc.) and to the privilege of auditing informally  
(without record in the graduate office) courses which they and their  
advisers deem helpful. Tuition must be paid for courses formally audited  
or taken for credit. The fee for doctoral continuation is \$80. Doctoral  
candidates who fail to enroll at the time of registration will be billed.

## DEPARTMENT OF CHEMISTRY (Ch)

*Professors:* ANDRE J. DE BETHUNE, JOSEPH BORNSTEIN, GEORGE VOGEL.

*Associate Professors:* O. FRANCIS BENNETT, JEONG-LONG LIN, TIMOTHY E. MCCARTHY, ROBERT F. O'MALLEY, IRVING J. RUSSELL (*Chairman*).

*Assistant Professors:* THEODORE F. JULA, NEIL B. JURINSKI, REV. DONALD I. MACLEAN, S.J., HENRY MALTZ, YUH-KANG PAN, DENNIS J. SARDELLA, V. SUBRAHMANYAM, REV. JOHN R. TRZASKA, S.J.

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in organic chemistry, physical chemistry, inorganic chemistry and analytical chemistry. The Master's degree is intended as a terminal degree.

The Department of Chemistry cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

The Ph.D. thesis, based upon original research, is the core of the Ph.D. program. An advanced chemistry curriculum, usually satisfied in two semesters, is offered to provide the Master and Doctoral student breadth in the major branches of chemistry. Formal courses may be waived in areas of demonstrated proficiency as revealed by examination on entry.

A large selection of courses is offered in specialized branches of chemistry. Depending on the student's interest and preparation, chemistry courses may be supplemented by offerings of the mathematics, physics, geology and geophysics, and biology departments. A stimulating program of regular and informal seminars is conducted by the staff and students, focusing upon current research and recent developments in the field. Internal seminars are supplemented by colloquia featuring distinguished scientists from other universities.

The graduate enrollment is limited to 80 students to insure adequate research and study facilities and a high degree of personalized attention by the staff. Research laboratories and Science Library are located in Devlin Hall. The laboratories are equipped with a variety of modern research equipment and offer expert glass blowing and machine shop services.

Highly qualified first-year graduate students are eligible for teaching assistantship awards. In subsequent years, research fellowships are available to assist qualified doctoral students to engage in full-time research and study. Some summer research fellowships are also available for students in good standing.

Within the four disciplines, the student may elect research work in physical and synthetic organic chemistry, theoretical chemistry, photochemistry, nuclear and radiochemistry, electrochemistry, reaction kinetics,



inorganic and organic fluorine chemistry and other specialized branches. Interdisciplinary programs with the biology, physics, geology and geophysics, or mathematics departments may be arranged.

Detailed requirements for degree candidates are to be found in the Graduate School and departmental regulations.

Ph.D. candidates are required to pass with distinction a Qualifying Examination demonstrating mastery of the fundamentals of chemistry, no later than at the end of the first year, and must also exhibit superior performance in course work. The qualifying examinations are administered in September, January, and May. The Ph.D. Comprehensive Examination will consist of a series of cumulative examinations which test the student's mature development in his major field of interest and his critical awareness and understanding of the current literature. A satisfactory performance in the cumulative examination, within the time limits established in departmental regulations, is required for the Ph.D. An oral defense of the Ph.D. dissertation culminates the student's doctoral preparation.

The language requirement for the Ph.D. consists of German and one other language commonly used in the scientific literature. The language requirement for the M.S. is German. These examinations must be successfully passed before the student is formally admitted to candidacy.

For the M.S. degree a total of 24 semester hours of course work plus 6 semester hours for a thesis based on original research is required. The M.S. student must pass the qualifying examination (see above) at a satisfactory level. An oral comprehensive examination completes the requirements for the M.S. degree.

The M.S.T. degree is normally awarded without thesis. A minimum of 15 semester hours of graduate chemistry courses must be satisfactorily completed. For details see general requirements of the Graduate School.

## COURSES OF INSTRUCTION

Courses numbered below 200 are open to advanced undergraduates with approval. All courses require Chemistry 31-32, 64, 81-82, (or equivalent) as prerequisites.

### CH 121—METHODS OF THEORETICAL CHEMISTRY (3)

A mathematical and physical preparation for quantum and statistical mechanics.

*First semester*

*Prof. Lin*

### CH 123—ELECTROCHEMISTRY (3)

The theory of electrolysis and the galvanic cell. Faraday's Laws, conductance and transference of solution. The free energy of electrochemical reactions. The measurement of pH. The chemical nature of strong and weak electrolytes. Irreversible phenomena, polarization and overvoltage.

*Second semester*

*Prof. de Bethune*

## CH 124—CHEMICAL THERMODYNAMICS (3)

The first and second laws of thermodynamics. Entropy and free energy, equilibrium, phase rule, phase diagram and activities. Third law and Nernst Theorem.

*First semester*

*Prof. de Bethune*

## CH 125—CHEMICAL KINETICS AND MECHANISMS (3)

Collision and transition state theory relating to chemical rate processes. Kinetics and mechanisms of reactions in homogeneous solution. Fast reactions and mechanism of flames.

*Second semester*

*To be announced*

## CH 126—INTRODUCTION TO STATISTICAL MECHANICS (3)

An introduction to statistical mechanics and its application to problems of chemical interest.

*First semester*

*Prof. Lin*

## CH 127—INTRODUCTION TO QUANTUM MECHANICS (3)

An introduction to quantum mechanics and its application to problems of chemical interest.

*First semester*

*Prof. Pan*

## CH 129—CHEMICAL SPECTROSCOPY (3)

Spectra of atoms and molecules. Theoretical determination of energies and structures. Application of quantum mechanics to spectroscopic models.

*To be offered 1970-1971*

*Prof. Subrahmanyam*

## CH 143—BIOCHEMISTRY (3)

A detailed study of amino acids and proteins, fats, carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds, and the recent theories relative to the chemistry of the living cell.

*Second semester*

*Prof. McCarthy*

## CH 144—BIOCHEMISTRY (4)

Lecture as in CH 143. Laboratory includes the ionic properties of amino acids and proteins; peptide synthesis, isolation and assay of enzymes; gas chromatographic analysis of sugars and amino acids, biochemical properties of carbohydrates, lipids and related compounds. One laboratory period per week.

*Second semester*

*Prof. McCarthy*

## CH. 151—ADVANCED ORGANIC CHEMISTRY (I) (3)

A detailed discussion of structure and mechanism in organic chemistry. Stereochemistry, spectral data interpretation, intermediates (carbonium ions, carbanions, carbenes and radicals) and orbital symmetry correlations are considered.

*First semester*

*Prof. Maltz*

**CH 158—ADVANCED ORGANIC SYNTHESIS: LABORATORY (2)**

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. Two laboratory periods per week.

*Second semester*

*Prof. Bornstein*

**CH 165—SPECTROMETRIC TECHNIQUES (4)**

A laboratory course in the practical application of modern spectroscopic instrumentation to physical chemical and analytical problems, in particular to the determination of structures of inorganic and organic molecules. Fundamental electronics and atomic, molecular, emission, absorption, ultra-violet, visible, infrared, NMR, ESR, alpha, beta, gamma, x-ray diffraction spectroscopy. Three lectures and one 4-hr. laboratory.

*Second semester*

*Prof. MacLean, S.J.*

**CH 185—PHYSICAL CHEMISTRY LABORATORY (4)**

An introduction to experimental methods for obtaining physical chemical data. Experiments are selected to illustrate basic principles of physical chemistry. Two lectures and six hours laboratory per week.

*First semester*

*Prof. MacLean, S.J.*

**CH 187—QUANTUM CHEMISTRY AND MOLECULAR STRUCTURE (3)**

A discussion of current theories of bonding based on a wave mechanical interpretation. Application of valence-bond and molecular orbital theories and group theory to chemical systems. Derivation of chemical information from wave functions.

*Second semester*

*Prof. Jurinski*

**CH 189—NUCLEAR AND RADIOCHEMISTRY (3)**

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields. Two lectures and laboratory per week.

*Second semester*

*Prof. Subrahmanyam*

**CH 191—PRINCIPLES OF INORGANIC CHEMISTRY (I) (3)**

An introduction to the chemistry of the lighter elements, emphasizing the descriptive chemistry and periodic relationships.

*First semester*

*Prof. Jula*

**CH 192—PRINCIPLES OF INORGANIC CHEMISTRY (II) (3)**

A detailed treatment of the bonding in inorganic chemistry with emphasis on the transition metals, including their descriptive chemistry.

*Prerequisite: CH 191*

*To be announced*

*Second semester*

**CH 224—THERMODYNAMICS OF IRREVERSIBLE PROCESSES (3)**

Entropy production and energy dissipation in irreversible processes. Thermodynamic forces and fluxes. Application to heat flow, fluid flow, diffusion, chemical reaction, electrical, electrochemical and biological transports.

*Second semester*

*Prof. Lin*



## CH 226—STATISTICAL MECHANICS (3)

Equilibrium and non-equilibrium theory of statistical mechanics. Selected applications to non-ideal gases, liquids, ionic solutions, condensation theory and chemical reactions.

*Second semester*

*Prof. Lin*

*To be offered 1970-1971*

## CH 227—QUANTUM MECHANICS (3)

Accurate methods of atomic and molecular calculations, angular momentum operators and multiplet theory, Dirac's theory of the electron spin, magnetic behavior of complex atoms and molecules radiation transition probabilities, many electron correlation problem.

*Second semester*

*Prof. Pan*

*To be offered 1970-1971*

## CH 228—THE CHEMISTRY OF FLAMES AND SHOCK WAVES (3)

A survey of the chemical and physical nature of flames and their uses. The theory of flame propagation and experimental techniques for studying flames. The theory of shock waves and their application to the study of fast reaction kinetics.

*Second semester*

*Prof. MacLean, S.J.*

*To be offered 1970-1971*

## CH. 238—RECENT ADVANCES IN ORGANIC CHEMISTRY (3)

A survey of the most important current and recent fields of research in theoretical and synthetic organic chemistry.

*First semester*

*Prof. Vogel*

## CH 240—CHEMISTRY OF ORGANOSILICON AND SULFUR COMPOUNDS (3)

A general survey of the development of organosilicon and sulfur chemistry. Recent advances in the chemistry of these areas will be stressed.

*Second semester*

*Prof. Bennett*

## CH 252—ADVANCED ORGANIC CHEMISTRY (II) (3)

A consideration of current literature in light of the theory discussed in CH 151. New synthetic methods and techniques are stressed.

*Second semester*

*To be announced*

## CH 253—CHEMISTRY OF FLUORINE COMPOUNDS (3)

A general survey of the development of the chemistry of fluorine. Recent advances in the chemistry of organic fluorine compounds is stressed.

*First semester*

*Prof. Bornstein*

## CH 257—ADVANCED ORGANIC SYNTHESIS: LECTURE (3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

*Second semester*

*Prof. Bornstein*

## CH 271-272—THEORY OF ORGANIC CHEMISTRY I, II (3, 3)

A physical chemical approach to organic chemistry. The principles of thermodynamics and classical and wave mechanics will be applied to the discussion of structure-reactivity relationships.

*Both semesters*

*Prof. Sardella*

## CH. 287—GROUP THEORY WITH APPLICATION TO QUANTUM CHEMISTRY (3)

Abstract group theory, the theory of group representation, Schur's lemma and characters, the rotational group and angular momentum, applications to atomic spectra, molecular vibrations and ligand field theory.

*Second semester*

*Prof. Pan*

## CH 288-289—TOPICS IN ADVANCED PHYSICAL CHEMISTRY I, II (3, 3)

Selected topics of current interest in research fields of physical chemistry will be discussed.

*Both semesters*

*To be announced*

## CH 291—THE CHEMISTRY OF THE MAIN GROUP ELEMENTS (3)

A searching and detailed study of the recent chemistry of the main group elements emphasizing the structural aspects and bonding obtained in such systems using examples from the current literature.

*First semester*

*Prof. Jula*

## CH 292—PHYSICAL METHODS IN INORGANIC CHEMISTRY (3)

An introduction to the various techniques used for the determination of the structure and properties of inorganic compounds including diffraction and spectroscopic methods.

*Second semester*

*To be announced*

## CH 299—READING AND RESEARCH (2 or more credits, by arrangement)

A course required of Ph.D. matriculates for each semester on research. There is a laboratory research (thesis) fee of \$10 per semester hour.

*By arrangement*

*THE DEPARTMENT*

## CH 301—THESIS SEMINAR (3, 3)

A research problem, requiring a thorough literature search, and an original investigation under the guidance of a faculty member. There is a laboratory research (thesis) fee of \$10 per semester hour.

*By arrangement*

*THE DEPARTMENT*

## CH 305—THESIS DIRECTION (2 points)

A two-point non-credit course for M.S. Candidates who do not complete their thesis in Chemistry 301. There is a laboratory fee of \$10 per point.

*By arrangement*

*THE DEPARTMENT*

## CH. 309—SPECIAL PROBLEMS (2 or more credits, by arrangement)

Directed research or the study of a special chemical problem.

Admission by permission only.

*Both semesters*

*THE DEPARTMENT*

CH 310-311—DEPARTMENTAL SEMINAR I, II (*1 point each semester*)

Discussion of current research topics. This non-credit course is required of all students matriculated for the M.S. and/or Ph.D.

*Both semesters*

THE DEPARTMENT

## CH 500—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.



## DEPARTMENT OF CLASSICAL LANGUAGES (CL)

*Professors:* JOSEPH MAGUIRE, REV. LEO MCCAULEY, S.J.

*Associate Professors:* EUGENE W. BUSHALA, ROBERT F. RENEHAN.

*Assistant Professors:* REV. DAVID H. GILL, S.J., REV. T.P. O'MALLEY, S.J., (*Chairman*), REV. CARL J. THAYER, S.J.

The department grants an M.A. degree in Latin, or Greek, or Latin with a Greek minor, or Greek with a Latin minor. The degree can be obtained in either of two ways: (1) by twenty-four credits in course work, plus a thesis; or (2) by thirty credits in course work without a thesis. All new candidates will be required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Finally, there will be examinations, either written or oral, consisting of translations from the authors on the prescribed reading list, questions on the content of the candidate's course work and on the general history of Latin and/or Greek literature, and on the thesis, if a thesis is offered in partial fulfillment of the requirements.

*Language requirement:* A candidate will have to show ability to read French or German, or, by exception, Spanish or Italian. This reading ability will be tested by the Department.

## COURSES OF INSTRUCTION

## CL 121—READING LATIN POETRY (3)

For the most part, Latin poetry of the Golden Age; attention to themes, imagery, meter, concerns. (*First semester*)

M., W., F., 10:00-10:50

*Prof. Bushala*

## CL 128—GREEK READINGS (3)

Reading of selections from Herodotus and Thucydides. (*Second semester only*)

*By arrangement*

*Prof. Gill, S.J.*

## CL 157-158—EURIPIDES: THE LATER PLAYS (3, 3)

A careful reading of the entire Greek text of four plays.

M., W., F., 1:00-1:50

*Prof. Thayer, S.J.*

## CL 181—JUVENAL (3)

Reading of selected satires. (*First semester only*)

T., Th. 9:00-10:15

*Prof. McCauley, S.J.*

## CL 182—CICERO: SECOND PHILIPPIC (3)

A study in the last days of the republic. (*Second semester only*)

T., Th. 9:00-10:15

*Prof. McCauley, S.J.*

## CL 215—TACITUS: ANNALES (3, 3)

A study of the reigns of Tiberius, Claudius, and Nero.

T. 4:30-6:15

*Prof. McCauley, S.J.*

## CL 218—LATIN READING AND COMPOSITION (3)

Reading of Latin prose of several styles and *genres*, and practice in writing Latin. *Offered second semester, 1970.*

W. 4:30-6:15

*Prof. Renehan*

## CL 219—GREEK READING AND COMPOSITION (3)

Reading of Greek prose of several styles and *genres*, and practice in writing Greek. *Offered first semester, 1969.*

T., Th. 3:00-4:15

*Prof. Renehan*

## CL 225-226—TEXTS IN ANCIENT LITERARY CRITICISM

Reading, in Greek and Latin, or the classic authors of ancient literature criticism.

M., W., F., 9:00-9:50

*Prof. Bushala*

## CL 243-244—PLATO: EARLY AND MIDDLE PERIODS (3, 3) (cf. also PL 243-4)

Reading and discussion of the earliest Socratic dialogues through the *Republic*. Offered in English; provision will be made for those who wish to read the Greek.

T., Th., 3:00-4:15

## CL 245-246—CICERO: RHETORICAL WORKS (3, 3)

A study of the theory and development of Latin prose style, as indicated in the *de oratore*, *Brutus*, and *Orator*.

F. 4:30-6:15

*Prof. McCauley, S.J.*

## CL 247-248—GREEK AND ROMAN PHILOSOPHY AFTER ARISTOTLE (3, 3)

Reading, in Greek and Latin, and discussion of texts from Epicurus to Plotinus.

*By arrangement*

*Prof. Maguire*

## CL 263-264—GREEK LYRIC; PINDAR (3, 3)

Introduction to the structures of Greek poetry, reading a considerable amount of Greek text; attention to meter, vocabulary, style.

M., W., F., 3:00-3:50

*Prof. Renehan*

## CL 265-266—THE ATTIC ORATORS (3, 3)

Reading of selected orations, from Antiphon to Hyperides, with study of relevant legal problems.

*By arrangement*

*Prof. Thayer, S.J.*

## CL 286-287—CYPRIAN: LETTERS (3, 3)

A reading of the body of Cyprian's correspondence, with attention to the "Latin of the Christians", theology, and the background of Christianity in North Africa in the third century.

## CL 291—GREEK CHRISTIAN HOMILIES AND CATECHESSES (3)

The so-called *secunda Clementis*, Melito, Origen, and Cyril of Jerusalem, with attention to style, special vocabulary, and theology. *First semester only.*

T. 4:30-6:15

*Prof. O'Malley, S.J.*

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- CL 297—APULEIUS: METAMORPHOSES (3)  
Introduction to the Latin and rhetoric of mid-second century A.D.  
*By arrangement* *Prof. Renehan*
- CL 297-298—SEMINAR ON CLASSICAL PHILOLOGY (2, 2)  
A presentation of some problems and approaches in classical studies.  
*By arrangement* *THE DEPARTMENT*
- CL 299—READINGS AND RESEARCH (3)  
*By arrangement* *THE DEPARTMENT*
- CL 301—THESIS SEMINAR (3, 3)  
*By arrangement* *THE DEPARTMENT*
- CL 305—THESIS DIRECTION (2 points)  
*By arrangement* *THE DEPARTMENT*



## DEPARTMENT OF ECONOMICS (Ec)

*Professors:* ALICE E. BOURNEUF\*\* (*Vice Chairman*), EDWARD J. KANE\*, REV. ROBERT J. McEWEN, S.J.\* (*Chairman*), LEON SMOLINSKI, DONALD J. WHITE, KOZO YAMAMURA.

*Associate Professors:* VLADIMIR N. BANDERA, DAVID A. BELSLEY, ANDRÉ DANIERE, ANN F. FRIEDLAENDER, H. MICHAEL MANN, FRANCIS M. McLAUGHLIN, HAROLD PETERSEN.

*Assistant Professors:* REV. ROBERT J. CHENEY, S.J., GEORGE DEMENIL, WILLIAM DUFFY, KENNETH A. LEWIS.

*Instructors:* PETER CLARK, JOHN SHILLING, ROBERT WALLACE.

*Lecturer:* ADOLF L. VANDENDORPE.

\*On leave of absence, 1969-1970.

\*\*Acting Chairman, 1969-1970.

All applicants for admission, assistantships, and teaching fellowships, except foreign students, must take the Graduate Record Examination — both the Aptitude Test and the Advanced Test in Economics — and have the scores sent to the Department.

The department offers courses leading to the Master of Arts and the Doctor of Philosophy degrees.

The department does not accept for admission students who intend to terminate their graduate studies with an M.A. Degree. Doctoral candidates may qualify for an M.A. Degree in the course of their studies.

## Ph.D. DEGREE REQUIREMENTS

The requirements for the Ph.D. include a minimum of 48 credits in economics, six course credits in Mathematics for Economists, one year of residence as a full time student, a comprehensive examination, a dissertation, and an oral examination on the special dissertation field.

A doctoral candidate must offer four fields. A minimum of 6 course credits is required in each field offered. Of the 4 fields offered one field must be Economic Theory; the 3 other fields must be chosen by the candidate from the following list of fields offered: Advanced Theory, Econometrics, Economic History, Money and Banking, Fiscal Economics, Industrial Organization, Consumer Economics, Labor, International Trade and Finance, Soviet Economics and Comparative Systems, and Economic Development. The 6 course credits in Mathematics for Economists and the 6 course credits in Statistics are required but are not considered as fields. The doctoral candidate will be examined in a comprehensive examination on 4 fields, one of which must be Economic Theory.

A doctoral candidate is required to write a dissertation and to pass an oral examination on the dissertation and the field in which the dissertation is written.

Doctoral candidates are normally required to take Ec. 207a, Ec. 207b, Ec. 208a, Ec. 208b, and either Ec. 231, or Ec. 235.

### M.A. DEGREE REQUIREMENTS

The requirements for the M.A. degree include 30 hours of course and/or thesis credits. A student has the option of taking 24 course credits and writing a 6 credit thesis or taking 30 course credits. In addition to the 30 credits, a comprehensive exam in graduate course work is required. The following courses are required of all M.A. candidates: Ec. 207a, Ec. 208a, and Ec. 221. The departmental comprehensive examination is oral; the student is required to present 3 fields of which one must be Theory and the other either Statistics or Economic History. The student can normally complete the requirements for the M.A. in one calendar year.

Any of the courses listed in the catalog as not being offered in 1969-1970 will be offered *on demand* in 1970-1971.

### THEORY

#### EC 207a—ECONOMIC THEORY—MICRO-ECONOMICS (3)

Analysis of consumer behavior; the theory of production; equilibrium of the firm and the industry; market structures, the pricing of factors of production.

M., 2:00 - 3:30 (1st sem.)

Prof. Lewis

#### EC 207b—ECONOMIC THEORY—MICRO-ECONOMICS (3)

Advanced analysis of the allocation of resources in a market economy; general equilibrium analysis; and introduction to welfare economics.

M., 2:00 - 3:30 (2nd sem.)

Prof. Lewis

#### EC 208a—ECONOMIC THEORY—MACRO-ECONOMICS (3)

Analysis of the classical and Keynesian aggregative systems; post-Keynesian developments in the analysis of the consumption, investment, and liquidity preference functions.

T., 2:00 - 4:00 (1st sem.)

Prof. Belsley

#### EC 208b—ECONOMIC THEORY—MACRO-ECONOMICS (3)

Introduction to macro-dynamics; selected post-Keynesian cycle and growth models.

T., 4:00 - 6:00 (2nd sem.)

Prof. De Menil

## ADVANCED THEORY

## EC 209—ECONOMIC THEORY—ADVANCED MICRO-ECONOMICS (3)

Advanced seminar open only to students who have taken Ec. 207a and Ec. 207b or their equivalent; devoted to the analysis of special problems, and of recent developments in the field of micro-economics.

*By arrangement (2nd sem.)*

*Prof. Clark*

## EC 210—ECONOMIC THEORY—ADVANCED MACRO-ECONOMICS (3)

Advanced seminar open only to students who have taken Ec. 208a and Ec. 208b or their equivalent; devoted to the analysis of special problems, and of recent developments in the field of macro-economics.

*Not offered 1969-1970.*

## EC 211—QUANTITATIVE POLICY MODELS

The course will be structural around the theory of economic policy making. Topics covered will include Tinbergen's classification of instruments and targets, control theory, and decision making under risk and uncertainty. Methods of solution and simulation of large econometric models will be presented. Recent econometric models of the United States and other developed countries will be compared and contrasted.

*Not offered 1969-1970.*

## EC 234—HISTORY OF ECONOMIC ANALYSIS (3)

Analysis of the trend of economic thought from 1776 to Keynes. Emphasis will be put on the development of theoretical concepts and analytical methods.

*Not offered 1969-1970.*

## EC 233—THE DEVELOPMENT OF INSTITUTIONAL ECONOMICS (3)

This course examines and evaluates the major representatives of the institutional and historical tradition, with special reference to their views concerning the socio-economic and ideological framework within which western economic thought evolved.

*Not offered 1969-1970.*

## EC 280—CAPITAL THEORY AND FINANCE

Valuation of assets, rates of return, cost of capital, risk and portfolio choice, the firm's investment decision, and special problems in investment such as human capital, the public sector, the tax structure, and the growth of conglomerates.

*By arrangement (1st sem.)*

*Prof. Petersen*

## MATHEMATICS FOR ECONOMISTS

## EC 223a—MATHEMATICS FOR ECONOMISTS I (3)

1—Introductory analysis of real valued functions of one variable: function concept, limits, derivatives, maxima and minima, integrals, logarithmic and exponential functions. 2—Arithmetic of matrices and determinants. 3—Elementary economic applications.

T., Th., 10:30 - 12:00 (1st sem.)

*Prof. Vandendorpe*



## EC 223b—MATHEMATICS FOR ECONOMISTS II (3)

1—Calculus of vector functions treating (a) differential calculus: partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit and inverse function theorem and (b) integral calculus: multiple and iterated integrals. 2—Linear algebra: theory of linear spaces and linear transformations. 3—Difference and differential equations. 4—Applications in mathematical economics.

T., Th., 10:30 - 12:00 (2nd sem.)

*Prof. Vandendorpe*

## STATISTICS

## EC 221—STATISTICAL INFERENCE (3)

Elementary set and measure theory, probability, joint, marginal and conditional and continuous distributions, moments, sampling distributions, point estimation, small sample properties of estimators, interval estimation, tests of hypotheses.

W., F., 11:00 - 12:00 (1st sem.)

*Prof. Duffy*

## EC 222c—STATISTICS—REGRESSION ANALYSIS (3)

Review of probability and statistical inference, regression analysis, econometric problems and techniques. Designed to enable students to interpret quantitative results and to recognize problems in their own quantitative work.

*By arrangement (2nd sem.)*

*Prof. Clark*

## EC 222d—ADVANCED STATISTICS (3)

Multivariate distributions and moments, analysis of variance and covariance, confidence regions, principle components, factors, regression, asymptotic dists., asymptotic properties of point estimators, stochastic process, series analysis.

W., F., 11:00 - 12:00 (2nd sem.)

*Prof. Duffy*

## ECONOMETRICS

## EC 225—ECONOMETRICS I (3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

*Prerequisite: Ec 221-222, Ec 223a and 223b.*

W., 2:00 - 4:00 (1st sem.)

*Prof. Belsley*

## EC 226—ECONOMETRICS II (3)

Continuation of the material of 225. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

*Prerequisite: Ec 225.*

W., 2:00 - 4:00 (2 sem.)

*Prof. Belsley*

## ECONOMIC HISTORY

## EC 231—COMPARATIVE ECONOMIC HISTORY (3)

This course analyzes various theoretically and empirically significant aspects of economic history. Current economic theories will be analyzed using evidence drawn from economic history. Emphasis will be placed upon comparative examination of quantitative evidence following industrialization of England, Germany, and France.

W., 4:00 - 6:00 (2nd sem.)

*Prof. Yamamura*

## EC 235—ASIAN ECONOMIC DEVELOPMENT AND HISTORY (3)

For the period between 1850 and the present, theoretically and empirically significant aspects (impact of historical institutions, absorptions of modern technology and economic organization, patterns of capital formation and other quantitatively observable data, introduction of various types of government control and planning) of the economic growth of China, Japan, and selected Southeast Asian nations will be examined.

W., 4:00 - 6:00 (1st sem.)

*Prof. Yamamura*

## MONEY AND BANKING

## EC 261a—MONEY AND BANKING (3)

Money and the United States monetary system; the market structure of commercial banking; portfolio allocation models and the theory of the banking firm; aggregate money-demand and money-supply functions; empirical research on supply and demand functions for money; the term structure of interest rates; theory, evidence, and policy implications; the microeconomic theory of the real-balance effect.

*Not offered 1969-1970; offered 1970-1971*

*Prof. Kane*

## EC 261b—MONETARY POLICY (3)

The real-balance effect in macroeconomic models; money and growth; current controversies in monetary policy: the availability doctrine, the role of financial intermediaries, Federal Reserve Controls and proposed reforms; international complications, lags, and problems of incidence.

*Not offered 1969-1970; offered 1970-1971*

*Prof. Kane*

## FISCAL ECONOMICS

## EC 262—PUBLIC FINANCE (3)

Historical changes in the pattern of government activities, neutral and optimal budgets. A study of different taxes, their incidence, economic effects and problems of administration. Principles of taxation, and the use of the commercial principle of financing government services. Government expenditures and budgetary processes.

T., 4:00 - 6:00 (1st sem.)

*Prof. Friedlaender*

## EC 263—FISCAL POLICY (3)

Intergovernmental fiscal relations, public borrowing and problems of debt management. Relation between fiscal and monetary policies. Fiscal policies during inflation and during depression, and policies to maximize economic growth.

T., 4:00 - 6:00 (2nd sem.)

*Prof. Friedlaender*

## INDUSTRIAL ORGANIZATION

## EC 253—INDUSTRIAL ORGANIZATION I (3)

Presentation of a theoretical framework for the analysis and evaluation of the performance (emphasis on price and output) of real world markets. An examination of a group of American industries to illustrate the usefulness and the limitations associated with the translation of the theory to the real world.

*Prerequisite: Price Theory or permission of professor.*

W., 4:00 - 6:00 (1st sem.)

*Prof. Mann*

## EC 254—INDUSTRIAL ORGANIZATION (3)

An analysis of some dynamic aspects of performance, with reference to the theoretical framework presented first semester. An examination of antitrust as a public policy designed to promote better market performance.

*Prerequisite: Price Theory or permission of professor.*

W., 4:00 - 6:00 (2nd sem.)

*Prof. Mann*

## EC 258—SEMINAR IN THE REGULATED INDUSTRIES (3)

Analysis of industry structure and performance for markets in which public policy has emphasized direct regulation and public ownership rather than the promotion of competition. General analysis supplemented by case studies.

*Not offered 1969-1970.*

## CONSUMER ECONOMICS

## EC 241—CONSUMER ECONOMICS (3)

The consumer in economic theory; industry price and distribution policies affecting consumer welfare; advertising and consumer information problems; the social responsibility of business; consumer product testing and standards; consumer organization in the U.S. and Europe.

*Not offered 1969-1970.*

## EC 242—GOVERNMENT AND THE CONSUMER (3)

The role of national and local government in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit and to enforce health and safety standards.

*Not offered 1969-1970.*



## LABOR

## EC 281—LABOR ECONOMICS AND LABOR RELATIONS (3)

An introductory analysis of the institutions concerned with utilization of human resources; the growth, organization and objectives of management and trade unions; selected issues and problems involved in the process of collective bargaining.

T., 7:00 - 9:00 (1st sem.)

*Prof. White*

## EC 283—LABOR AND PUBLIC POLICY (3)

The evolution of the public policy framework for collective bargaining; selected problems in the regulation of union-management relations; critical analysis of private and governmental arrangements in the field of worker security.

*Prerequisite: Ec 281 or equivalent.*

T., 7:00 - 9:00 (2nd sem.)

*Prof. White*

## INTERNATIONAL TRADE AND FINANCE

## EC 271—THEORY OF INTERNATIONAL TRADE (3)

Partial and general equilibrium theories of international trade; gains from trade, internal and external balance in an open economy; disturbance and adjustment of balance of payments. Analysis of international economic policies such as protectionism and regional trade arrangements.

*Prerequisite: Undergraduate International Trade Course.*

W., 7:00 - 9:00 (1st sem.)

*Prof. Bandera*

## EC 272—INTERNATIONAL FINANCE (3)

International payment systems and international equilibrium; money markets and capital markets; capital movements and the theory of transfer. Analysis of international financial policies and regional trade arrangements.

*Prerequisite: Undergraduate International Trade Course.*

W., 7:00 - 9:00 (2nd sem.)

*Prof. Bandera*

## COMPARATIVE SYSTEMS AND SOVIET ECONOMICS

## EC 297—SOVIET ECONOMIC SYSTEM (3)

The rate of growth and change in the structure of the Soviet economy under the five-year plans; planning principles and institutions; the role of financial controls and incentives; foreign economic relations.

Th., 7:00 - 9:00 (1st sem.)

*Prof. Smolinski*

## EC 298—COMPARATIVE ECONOMIC SYSTEMS (3)

An analysis of the ways in which nations organize economic activity, the role of monetary and financial institutions, the organization of industry, agriculture and trade, the allocation of resources to alternative goals, and the basic issue of consumer sovereignty versus economic planning.

Th., 7:00 - 9:00 (2nd sem.)

*Prof. Smolinski*

## ECONOMIC DEVELOPMENT

## EC 273—ECONOMIC DEVELOPMENT (3)

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development, and the principal issues facing policy makers in these countries.

F., 4:00 - 6:00 (*1st sem.*)

*Prof. McLaughlin*

## EC 274—LABOR IN ECONOMIC DEVELOPMENT (3)

An analysis of the role of manpower in economic development. Particular attention will be given to the recruitment, commitment, disciplining, and effective utilization of an industrial labor force.

F., 4:00 - 6:00 (*2nd sem.*)

*Prof. McLaughlin*

## EC 377—THE POLITICAL ECONOMY OF AFRICAN DEVELOPMENT (3)

An interdisciplinary survey of the current state of economic development in sub-Sahara Africa and its prospects in the near future. Special attention will be paid to the different forms of economic organization and the policy problems involved in achieving rapid growth.

Th., 4:00 - 6:00 (*1st sem.*)

*Prof. Shilling*

## EC 378—AFRICAN ECONOMIC DEVELOPMENT (3)

A study of various marketing agreements and trade organizations in and among African nations and the effect of these institutions on the development of the countries involved.

Th., 4:00 - 6:00 (*2nd sem.*)

*Prof. Shilling*

## SPECIAL FIELDS

## EC 291—ECONOMICS OF HUMAN RESOURCE DEVELOPMENT I (3)

Aggregative and multisectorial models of economic development incorporating educational and training activities. Optimum investment policies in education by reference to social objectives and levels of economic development.

T., 4:00 - 6:00 (*1st sem.*)

*Prof. Danieri*

## EC 292—ECONOMICS OF HUMAN RESOURCE DEVELOPMENT II (3)

Economics of the education sector in the context of United States institutions. Decision models of students, families, local communities, school administrations, Institutions of Higher Education, Philanthropy, State and Federal governments. The mechanics of education markets. Problems in Cost-Benefit Analysis of educational policies.

*Not offered 1969-1970.*

*Prof. Danieri*

## EC 294—ECONOMIC PROBLEMS OF THE CITY (3)

The problems that are unique to the city, as opposed to the region or the nation, will be identified and examined. Attention will be given to income maintenance, housing, city finance, intra-metropolitan location of residential and business activity, and provision of local government services.

Th., 4:00 - 6:00 (*2nd sem.*)

*Prof. Wallace*

## RESEARCH

EC 299—READING AND RESEARCH (3)

*By arrangement*

THE DEPARTMENT

EC 301—THESIS SEMINAR (3, 3)

*By arrangement*

THE DEPARTMENT

EC 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

*By arrangement*

THE DEPARTMENT

EC 401-402—DOCTORAL SEMINAR

Required of all admitted to candidacy for the doctor's degree and open to those working on master's theses.

M., 4:00 - 6:00 (*both sems.*)*Prof. Bourneuf*

EC 500—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.



## DEPARTMENT OF EDUCATION (Ed)

*Professors:* SISTER MARY JOSEPHINA CONCANNON, C.S.J.,\* KATHARINE C. COTTER, WILLIAM C. COTTLE, DONALD T. DONLEY (*Chairman*), REV. CHARLES F. DONOVAN, S.J., JOHN R. EICHORN, REV. JAMES F. MOYNIHAN, S.J., EDWARD J. POWER, STEPHEN F. ROACH,\*\* JOHN F. TRAVERS, JOHN J. WALSH.

*Associate Professors:* MICHAEL H. ANELLO, MARY D. GRIFFIN, WILLIAM M. GRIFFIN, FRANCIS J. KELLY, MARY T. KINNANE, PIERRE D. LAMBERT, GEORGE F. MADAUS, RAYMOND J. MARTIN, VINCENT C. NUCCIO, NOEL J. REYBURN, JOHN A. SCHMITT, KENNETH W. WEGNER.

*Assistant Professors:* PETER W. AIRASIAN, J. RICHARD BATH, DAVID W. CRELLIN, JOHN R. DACEY, JOHN A. JENSEN, JOHN B. JUNKALA, ROBERT E. MOORE, REV. EDWARD J. NORTON, S.V.D., FRED J. PULA, JOHN R. RUANE, JOHN F. SAVAGE, JOHN J. SHEA, CHARLES M. STANTON, OLGA STONE.

*Adjunct Assistant Professor:* PHILIP A. DiMATTIA.

*Lecturers:* REV. JOHN BOLES, JOHN W. BURKE, EDWARD CONNOLLY, PHILIP W. CRAFTS, CARL DAVIS, LAWRENCE FOX, GEORGE E. GARCIA, PAUL A. GREEN, NORMAN HARRIS, WILLIAM T. HEISLER, IRVING HURWITZ, CAROL JOHNSON, REV. GEORGE F. LAWLOR, S.J., CLIFFORD A. LAWRENCE, PAUL R. MCDADE, THEODORE O. MACKLIN, ROBERT C. MAHONEY, W. ALLEN MILLS, ERNEST A. RAKOW, LEO H. RILEY, NAN ROBBINS, CHARLES F. SMITH, W. ROBERT SMITH, SANDRA THOMSON, HUGO R. VIGOROSO, ROSE VIVIAN, WILLIAM R. WALKOWIAK, EDNA M. WARD.

\*On sabbatical leave of absence, Fall term, 1969.

\*\*On sabbatical leave of absence, Spring term, 1970.

The department offers courses leading to the Master of Education degree, the Master of Arts in Teaching degree, the Master of Science in Teaching degree, the Certificate of Advanced Educational Specialization, the Doctor of Education degree, and the Doctor of Philosophy degree.

Opportunities for research and practical experience are facilitated by long-standing relationships with organizations outside of the Department of Education. More than 1,000 public and parochial schools throughout New England have accepted student teachers and educational interns from Boston College and participated in department research projects. The Catholic Education Research Center and the New England Catholic Education Center are located on the Chestnut Hill Campus and are actively engaged in national and regional research projects. The Boston College Institute

of Human Sciences conducts extensive studies of urban problems; legal, sociological, psychological and educational.

## DEPARTMENT PROGRAMS AND REQUIREMENTS

### *Master of Education Degree:*

There are nine fields of concentration leading to this degree: elementary education (Plan A or Plan B), early childhood education, counselor education and school psychology, administration and supervision, reading, religious education, urban education, special education, and rehabilitation (peripatology).

All candidates for the M.Ed. degree must take the following core courses: Ed. 260, Ed. 202 or Ed. 203 or Ed. 204, and Ed. 211 or Ed. 214. Ed. 260 must be included among the first four courses taken by the degree candidate. Ed. 209 is recommended for those who have had no course work in the history of American education. Each student is required to pass a comprehensive examination upon conclusion of his course work; the examination may be written or oral or both as determined by the departmental division representing the student's major area of concentration.

### *Master of Arts in Teaching and Master of Science in Teaching Degrees:*

The M.A.T.-M.S.T. degree programs (cf. p. 11) are designed for liberal arts graduates who wish to prepare for teaching secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described below under the section dealing with programs in Secondary Education.

### *Certificate of Advanced Educational Specialization (CAES):*

The Graduate Department of Education makes provisions for a Certificate of Advanced Educational Specialization for students who complete a directed program of courses and/or research amounting to a minimum of thirty semester hours beyond the master's degree. Course credits are not automatically transferable to a doctoral program. Specific programs for the Certificate have been designed in Administration and Supervision and in Counselor Education, and programs tailored to the requirements of individual students may be arranged in other areas.

### *Doctor of Philosophy and Doctor of Education Degrees: \**

A formal doctoral program of study is defined as a *minimum* of 78 graduate course credits earned subsequent to receipt of the bachelor's degree, including courses in educational measurement, educational philosophy, educational psychology, educational research, history of education and statistics. Students possessing a master's degree at the time of their admission to doctoral studies *may* be permitted to transfer up to thirty graduate

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*\*Students who first registered for courses in an approved doctoral program prior to January, 1969, have the option of continuing under their approved programs or adapting their programs to the requirements stated here.*



course credits to their doctoral program. No more than six additional graduate course credits earned at Boston College or elsewhere prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the student will be assigned a temporary advisor. During the first semester of doctoral studies the student will obtain the consent of a member of the Department of Education faculty of the rank of assistant professor or higher to serve as the chairman of his advisory committee. In consultation with the chairman, two additional faculty members of the Graduate School of Arts and Sciences will be selected to complete the advisory committee; at least one of these committee members must be from the field of specialization other than that represented by the committee chairman.

The doctoral program of studies will be designed by the student in consultation with his full committee. A major field of concentration consisting of at least thirty graduate course credits must be included in the program, and one or two minor fields of concentration *may* be included, at least fifteen graduate course credits being necessary to constitute a minor. In the design of the program of studies, primary consideration will be given to the academic and professional background of the individual student and to his career goals. The program of studies need not be completed by any specific time, but when completed, it must have the unanimous approval of the advisory committee and the associate dean for graduate studies.

#### *Special Requirements:*

Doctor of Education: The candidate must have had three years of full-time educational experience prior to receipt of the degree. Technical competence in research methods and statistics must be demonstrated in a manner approved by the advisory committee and the associate dean for graduate studies.

Doctor of Philosophy: As determined by the advisory committee and approved by the associate dean for graduate studies, the student must demonstrate proficiency in *at least* one language other than English. The languages specified may include any classical, modern or computer languages. Statistical competency may also be required by the committee.

In deciding upon the special requirements for either the D.Ed. or the Ph.D. Degree, the advisory committee will be guided by the experiential background and career goals of the student.

### HISTORY AND PHILOSOPHY OF EDUCATION

The doctoral program in history and philosophy of education is designed especially for students preparing for college teaching careers in education. Programs may be arranged for concentration in history or philosophy of education, or they may be balanced with approximately equal credit hours from history and philosophy.

The total post-master's degree credit-hour requirement is 48 hours; a minimum of 30 credit hours must be taken in history or philosophy of



education courses, or courses from related graduate departments approved by the doctoral committee. The remaining 18 credit hours are to be distributed among three of five doctoral-level fields of concentration.

The following courses are required in all history and philosophy of education programs:

- |        |   |
|--------|---|
| Ed 202 | Modern Educational Thought                |
| Ed 203 | Philosophy of Education                   |
| Ed 204 | Evolution of Educational Doctrine         |
| Ed 302 | History of Ancient and Medieval Education |
| Ed 303 | History of Modern Education               |
| Ed 402 | Seminar in the Philosophy of Education    |
| Ed 403 | Seminar in the History of Education       |

Courses in history and philosophy of education are open to graduate students below the doctoral level as well as to doctoral students in other fields of education, usually without prerequisites. These courses propose to offer a theoretical foundation and a liberalizing orientation to the graduate program in education.

### EDUCATIONAL PSYCHOLOGY

The master of education program in educational psychology is designed to prepare candidates for positions such as curriculum evaluator, research consultant, and in-service instructor in school systems, and as assistant to the director of research in larger school systems. The program also prepares candidates to enter doctoral programs in educational psychology.

The doctoral program in educational psychology is designed to prepare candidates for teaching and research positions in higher education, and for research offices in schools, government agencies, and industries where there is a direct concern with factors affecting learning and with the evaluation of instructional procedures. The goals of the courses offered in this area are (1) to develop the student's mastery of the concepts and findings pertinent to the learning process and (2) to develop skill in the major techniques of investigation necessary for research into the problems of this field. The offerings in the field of educational psychology consist of (a) a series of core courses, (b) related courses to be selected in terms of the student's major needs and interests, and (c) individual and group research activities with members of the staff. Offerings of the Department of Psychology will normally be included in the student's program.

#### *Core Courses:*

- |        |                                   |
|--------|-----------------------------------|
| Ed 202 | Modern Educational Thought        |
| or     |                                   |
| Ed 203 | Philosophy of Education           |
| or     |                                   |
| Ed 204 | Evolution of Educational Doctrine |

- Ed 211 Educational Psychology (for those lacking an undergraduate course in this subject)
- Ed 214 Modern Psychology and Education (for those who have had a course in educational psychology as an undergraduate)
- Ed 215 Psychology of Adolescence
- Ed 216 Child Psychology
- Ed 260 Research Methods in Education
- Ed 262 Educational Tests and Measurements
- Ed 312B Abnormal Psychology
- Ed 313 Social Psychology (Ps. 236 Social Psychology)
- Ed 360 Educational Statistics I
- Ed 361 Educational Statistics II

*Related Courses:*

Ed 219, Ed 223, Ed 224, Ed 225, Ed 240, Ed 245, Ed 248, Ed 249, Ed 258, Ed 276, Ed 281B, Ed 315, Ed 316, Ed 330, Ed 331, Ed 342, Ed 343, Ed 344, Ed 345, Ed 359, Ed 363, Ed 364, Ed 365, Ed 366, Ed 376, Ed 382A, Ed 499, Ps 204, Ps 205, Ps 206, Ps 207, Ps 208, Ps 219, Ps 222.

*Research and Seminar Experience* (required of doctoral candidates)

- Ed 410 Projects in Educational Psychology
- Ed 411 Cognitive Processes and Education
- Ed 412 Seminar in the Psychology of Learning
- Ed 413 Seminar in Motivation: Theory and Practice
- Ed 414 Seminar in Theories of Instruction

## ELEMENTARY EDUCATION

Plan A—Teacher preparation program for 1) liberal arts graduates, 2) former teachers returning to the profession, 3) recent graduates of teacher preparation programs without regular teaching experience, 4) secondary school teachers. This 36 credit program is offered for candidates for the M.Ed. degree in Elementary Education. Full-time students are urged to begin in summer session and complete the program the following year. Substitution of courses to meet individual needs must be planned with a faculty advisor and approved by the Director of the Division of Curriculum and Instruction.

*Summer Session*

- Ed 260 Research Methods in Education
- Ed 211 Educational Psychology

*Fall Semester*

- Ed 221 Seminar in Elementary Methods

Ed 228 Modern Mathematics in the Elementary School

Ed 229 Science in the Elementary School

Ed 224A Introduction to Reading Instruction

*Spring Semester*

Ed 216 Child Psychology

Ed 220 Student Teaching, Elementary School

Ed 221A Educational Media

*Summer Session*

Ed 203 Philosophy of Education

Ed 262 Educational Tests and Measurements

Plan B—Teacher education program for experienced elementary school teachers, supervisors and team leaders who are candidates for the M.Ed. degree in Elementary Education (30 credits).

*Foundations* (Required—9 credits)

1. Ed 260 Research Methods in Education

2. Ed 202 Modern Educational Thought

or

Ed 203 Philosophy of Education

or

Ed 204 Evolution of Educational Doctrine

3. One of the following:

Ed 211 Educational Psychology

Ed 214 Modern Psychology and Education

Ed 216 Child Psychology

Ed 284A Psychology and Education of Exceptional Children

Ed 262 Educational Tests and Measurements

Ed 330 Urban Education I

*Professional Core* (Required—15 credits)

Ed 223 Frontiers in Elementary Education

Ed 328 Seminar in Elementary Education

Three of the following:

Ed 222 Children's Literature

Ed 224 Developmental Reading Instruction

Ed 226 Language Arts in the Elementary School

Ed 227 Social Sciences in the Elementary School

Ed 228 Modern Mathematics in the Elementary School

Ed 229 Science in the Elementary School

Ed 221A Educational Media



*Electives (6 credits)*

Under the guidance of a faculty advisor, electives related to individual interests and needs may be chosen from courses not taken in the professional core, from the several professional programs described in this bulletin, and from the academic fields.

## READING SPECIALIST PROGRAM

The Graduate Department of Education offers a sequence of courses, thirty semester hours, leading to certification as a Reading Specialist, according to the recommendations of the International Reading Association Committee on Standards. A minimum of three years' teaching experience involving the teaching of reading is required, preferably on entering the program.

*Required Courses:*

- \*Ed 260      Research Methods in Education
- \*Ed 203      Philosophy of Education
- or
- \*Ed 202      Modern Educational Thought
- or
- \*Ed 204      Evolution of Educational Doctrine
- \*Ed 211      Educational Psychology
- or
- \*Ed 214      Modern Psychology and Education
- \*Ed 224      Developmental Reading Instruction
- \*Ed 225      Diagnostic and Remedial Techniques in Reading
- Ed 262      Educational Tests and Measurements
- \*Ed 264      Individual Intelligence Testing
- \*Ed 326      Advanced Seminar and Practicum in Reading  
(6 credits)—Approval of Director

*One Elective*

Electives approved are: 215, 216, 218, \*222, \*226, 237, \*240, 241, 242, 243, \*246, \*259, 265, \*282a, \*283a, 288a, \*289a, \*282b, \*283d, \*295, 312B, 325, \*328, and 363.

*\*Will be offered Summer of 1969.*

*Order of Taking Courses*

Students in the Master's Program earning a Reading Certificate must take Ed 260 as one of the first four courses. Ed 262 should precede Ed 264. The order of taking the reading course is: Ed 224, Ed 225, and Ed 326. Inexperienced teachers are not eligible to take Ed 326. Other courses in the

sequence may be taken at the convenience of the student. Except for Ed 326 the written approval of the Director for permission to take courses is not necessary.

### *Transfer of Credit*

Subject to the approval of the Reading Director and the Associate Dean for Graduate Studies in Education, 6 semester hours of graduate credit may be transferred to Boston College toward certification. Credits toward a Master's degree must be approved by the Dean of the Graduate School of Arts and Sciences, Gasson Hall.

It is possible to earn a Master's Degree and a Specialist Certificate simultaneously. For students who have received a Master's Degree, a Certificate may be secured by completing the courses required in the Sequence if the candidate's program is approved by the Reading Director and the Associate Dean for Graduate Studies in Education.

## EARLY CHILDHOOD EDUCATION

The guidance and learning of children in the early years are of extreme and strategic importance. To meet the breadth of interests and needs of children from nursery school through the elementary grades teachers must be equipped with certain knowledge and competencies along with an understanding and philosophy of early childhood education. To meet the requirements for certification the Boston College specialization in Early Childhood Education includes the 30-hour program resulting in the M.Ed. degree.

Applicants for the program must meet the university's general requirements for admission. Inexperienced teachers are eligible for the program by enrolling in student teaching. For further information please contact:

Sister Josephina, D.Ed., *Director*  
Early Childhood Education Program

### *Required Courses:*

- |        |                                   |
|--------|-----------------------------------|
| Ed 202 | Modern Educational Thought        |
| or     |                                   |
| Ed 203 | Philosophy of Education           |
| or     |                                   |
| Ed 204 | Evolution of Educational Doctrine |
| Ed 211 | Educational Psychology            |
| or     |                                   |
| Ed 214 | Modern Psychology and Education   |
| Ed 216 | Child Psychology                  |
| Ed 221 | Seminar in Elementary Methods     |
| Ed 224 | Developmental Reading Instruction |

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Ed 226	Language Arts in the Elementary School
Ed 260	Research Methods in Education
Ed 321	Seminar in Early Childhood Education

*Electives:*

Ed 218	Education of the Gifted
Ed 220	Student Teaching, Elementary School (for inexperienced teachers)
Ed 222	Children's Literature
Ed 322	Seminar in Case Studies of Young Children
Ed 323	Institute of Early Childhood Education
Ed 324	Seminar in The Psychology of the Young Child
Ed 330	Urban Education I
Ed 313	Social Psychology

## SECONDARY EDUCATION

Three programs are designed for prospective or experienced secondary school teachers. All programs lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plan A and B are designed for liberal arts graduates who wish to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching. The three plans are defined as follows:

Plan A: This plan provides a program which combines graduate study with a year of internship teaching. Under this arrangement an intern teacher teaches half-time in a nearby school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half-salary based on the Massachusetts schedule for beginning teachers. A candidate under this plan must begin his graduate study with the summer pre-internship program conducted in cooperation with the Wellesley Public School Academic Summer Program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis and are the responsibility of the department involved.

*The Program in Brief (a typical student's program)*

Summer Pre-Internship Program		6 weeks
Ed 230	Student Teaching, Secondary School	3 credits
Ed 231	Methods and Materials of Teaching	3 credits
Ed 211	Educational Psychology	3 credits

*First Semester*

Ed 232	Internship in Teaching	3 credits
Ed 260	Research Methods in Education	3 credits
	Course in Teaching Fields	3 credits



*Second Semester*

Ed 232	Internship in Teaching	3 credits
Ed 203	Philosophy of Education	3 credits
	Course in Teaching Field	3 credits
	Course in Teaching Field	3 credits

*Summer*

	Course in Teaching Field	3 credits
	Course in Teaching Field	3 credits

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Total Program    36 credits

Plan B: This plan provides three alternative programs which combine graduate study with a period of apprenticeship without pay. Candidates may begin in summer session or in September on either a full or part-time basis. Graduate courses in the teaching field are determined on an individual basis and are the responsibility of the department involved. The programs are:

1. *Program for full-time students beginning in Summer Session*

*Summer Session*

Ed 260	Research Methods in Education
Ed 211	Educational Psychology

*Fall Semester*

Ed 203	Philosophy of Education
Ed 233	Methods and Materials of Teaching
	Course in Teaching Field
	Course in Teaching Field

*Spring Semester*

Ed 234	Student Teaching
	Course in Teaching Field
	Course in Teaching Field

*Summer Session*

	Elective in Education
	Course in Teaching Field

2-3. *Program for full-time students beginning in September, and course sequence required for part-time students*

*Fall Semester*

Ed 211	Educational Psychology
Ed 260	Research Methods in Education
Ed 233	Methods and Materials of Teaching
	Course in Teaching Field

*Spring Semester*

- |        |                          |
|--------|--------------------------|
| Ed 234 | Student Teaching         |
| Ed 203 | Philosophy of Education  |
|        | Course in Teaching Field |

Courses remaining are to be completed by full-time students in Summer Session or the following academic year.

- Elective in Education  
3 Courses in Teaching Field

Plan C: This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and his teaching field. It can lead to the completion of the requirements of the MAT or MST degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student. Graduate courses to comprise the degree program are determined on an individual basis and are the responsibility of the department involved.

Students must complete a minimum of 15 credit hours in pedagogy and 15 credit hours in the teaching field.

## URBAN EDUCATION

A Master of Education program designed to prepare already certified teachers to teach in areas where there is a high concentration of economic and educational deprivation consists of a 30 semester hour sequence of cross-disciplinary courses. This program will enable teachers to gain the necessary empathy for and knowledge of people affected by poverty and deprivation.

Courses included in the program are:

- |         |  |
|---------|--|
| Ed 202  | Modern Educational Thought or Ed 203 Philosophy of Education or Ed 204 Evolution of Educational Doctrine |
| Ed 211  | Educational Psychology or Ed 214 Modern Psychology and Education   |
| Ed 260  | Research Methods in Education  |
| Ed 330  | Urban Education I  |
| Ed 331  | Urban Education II   |
| Ed 312B | Abnormal Psychology  |
| Sc 208  | Social Processes   |
| Sc 207  | Social Problems  |
| En 291  | Contemporary American Novel  |

## PROSPECTIVE TEACHER FELLOWSHIP PROGRAM

Under a grant from the U.S. Office of Education, authorized by the Higher Education Act of 1965, a limited number of fellowships have been

awarded to Boston College for college graduates who are interested in a special two-year graduate program designed to prepare teachers for elementary schools in areas where there are high concentrations of economically and educationally disadvantaged children. The fellowships include full tuition and stipends (\$2,000 the first year, \$2,200 the second year, and \$400 for each dependent.)

The program is designed to lead to the M.Ed. degree upon successful completion of the requirements over the two-year period. The program is so structured that through a planned series of courses and seminars in cross-disciplinary areas: e.g., Social Sciences, Behavioral Sciences, and the Humanities, plus laboratory experiences in social agencies and schools, the future teachers will gain the perspective needed to better understand themselves and the various arenas of human behavior and will be able to serve intelligently in their chosen elementary school careers in culturally disadvantaged areas.

For application forms or further information, write to Director, Prospective Teacher Fellowship Program, Campion Hall, Boston College.

Course work totalling a minimum of 36 semester hours beyond the Bachelor's degree will include the following courses:

Ed 202      Modern Educational Thought or Ed 203 Philosophy of Education

or

Ed 204      Evolution of Educational Doctrine

Ed 211      Educational Psychology or Ed 214 Modern Psychology and Education

Ed 312      Abnormal Psychology

Ed 232      Internship in Teaching

Ed 330      Urban Education I

Ed 331      Urban Education II

Ed 260      Research Methods in Education

Ed 262      Educational Tests and Measurements

En 291      Contemporary American Novel

Sc 208      Social Processes or Sc 207 Social Problems

## COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

The Boston College program in Counselor Education and Counseling Psychology is designed to meet professional standards recommended by the American Psychological Association and the American Personnel and Guidance Association. The program of counselor education includes a 36-hour master's degree in guidance and counseling and an additional 30-hour Certificate of Advanced Educational Specialization which continues and completes the professional preparation of most guidance and personnel



workers. Those wishing to become counseling psychologists may secure a Doctor of Education or a Doctor of Philosophy degree.

It is the responsibility of those students wishing to be counselors in public schools to see that they meet teacher-counselor certification requirements of their state.

The Master of Education degree contains a common core of education and guidance courses and then permits the candidate to select a series of recommended courses of professional preparation for either elementary school guidance or guidance at the secondary school and college level. Each of the professional courses in guidance and counseling is accompanied by pre-practicum laboratory experiences.

Persons wishing certification as elementary school counselors should take Ed. 249. Those wishing certification as school psychologists in Massachusetts should complete the master's degree in elementary guidance including Ed. 312A, Ed. 264 and Ed. 284A. Those intending to work as counselors in non-school settings can substitute some graduate courses in psychology, sociology or economics with permission of that department.

Certificate candidates will *only* be accepted if they have completed a master's degree or its equivalent in counseling and guidance. Those who have completed a master's degree in guidance and counseling should select courses from the advanced graduate courses numbered between 300 and 449. These ordinarily consist of 30 hours for the C.A.E.S. and a minimum of 48 hours plus a dissertation for the doctorate. However, all doctoral candidates must complete at least 60 graduate semester hours in courses of a psychological nature in education or psychology in order to qualify for membership in the American Psychological Association. Electives for the doctorate include a major in counseling psychology and ordinarily would include a minor in evaluation and measurement or psychology. Other minors are possible according to the unique needs of a given candidate, and can be worked out in conference with the candidate's advisor and doctoral committee. A program in school psychology and counseling psychology is also available for doctoral students desiring to work below the ninth grade level.

The C.A.E.S. program is designed to complete the professional preparation counselors need beyond the master's degree. A high level of performance for the C.A.E.S. would permit the candidate to be invited into a doctoral program, but doctoral candidates may *not* elect to substitute the C.A.E.S.

All courses in the guidance and counseling sequence are taught by psychologists who are members of the American Psychological Association and the American Personnel and Guidance Association. Candidates should plan courses to qualify for membership in these professional associations.

Master's programs in guidance and counseling: In the programs presented below the recommended courses are listed.

## MASTER OF EDUCATION IN ELEMENTARY GUIDANCE AND SCHOOL PSYCHOLOGY

### *Core Courses*

- Ed 203 Philosophy of Education or Ed 202 Modern Educational Thought or Ed 204 Evolution of Educational Doctrine.<sup>1</sup>
- Ed 260 Research Methods in Education.<sup>1</sup>
- Ed 211 Educational Psychology or Ed 214 Modern Psychology and Education.<sup>1</sup>
- Ed 240 Principles and Techniques of Guidance.<sup>1, 2</sup>
- Ed 243 Counseling and Group Processes in Elementary Schools.<sup>1, 2, 3</sup>
- Ed 249 The Roots of Careers: The Elementary School.<sup>1, 2</sup>
- Ed 264 Individual Intelligence Testing.<sup>2, 3</sup>
- Ed 347 Practicum in Child Guidance.<sup>1, 3</sup>

### *Additional Courses*

- Ed 216 Child Psychology.<sup>1, 3</sup>
- Ed 242 Identification and prevention in Elementary School Guidance.<sup>1, 3</sup>
- Ed 245 Clinical Child Guidance<sup>1</sup> or Ed 284A Psychology and Education of Exceptional Children.<sup>3</sup>

One of the following:<sup>1</sup>

- Ed 312A Abnormal Psychology<sup>3, 5</sup> or Ed 247 Personality Development and Mental Health of the Child
- Ed 241 Organization and Administration of Guidance and Personnel Services.<sup>4</sup>
- Ed 262 Tests and Measurements<sup>3, 5</sup> or Ed 265 Group Psychological Tests.<sup>3, 5</sup>
- Ed 342 Introduction to Play Therapy or Ed 340 Counseling and Therapy in Groups.

## MASTER OF EDUCATION IN SECONDARY SCHOOL AND COLLEGE COUNSELOR EDUCATION

### *Core Courses*

- Ed 203 Philosophy of Education or Ed 202 Modern Educational Thought or Ed 204 Evolution of Educational Doctrine.<sup>1</sup>
- Ed 260 Research Methods in Education.<sup>1</sup>
- Ed 211 Educational Psychology or Ed 214 Modern Psychology and Education.<sup>1</sup>

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<sup>1</sup>Required by Boston College Department of Education.

<sup>2</sup>Required by Mass. for cert. as Guid. Couns.—Taken only by degree candidates.

<sup>3</sup>Required by Mass. for cert. as Sch. Psychologist.

<sup>4</sup>Required by Mass. for cert. as Director of Guidance.

<sup>5</sup>Can be undergraduate course if used for No. 3.

- Ed 240 Principles and Techniques of Guidance.<sup>1, 2</sup>
- Ed 246 The Counseling Process.<sup>1, 2</sup>
- Ed 248 Vocational Information and Placement.<sup>1, 2</sup>
- Ed 265 Group Psychological Tests.<sup>1, 2</sup>
- Ed 346 Beginning Counseling Program.<sup>1</sup>

#### *Additional Courses*

- Ed 215 Adolescent Psychology.<sup>1</sup>
- Ed 247 Personality Development and Mental Research of the Child or Ed 312A Abnormal Psychology.<sup>1</sup>

Two of the following:<sup>1</sup>

- Ed 241 Organization and Administration of Guidance and Personnel Services.<sup>4</sup>
- Ed 264 Individual Intelligence Testing.
- Ed 343 Case Studies and Diagnosis.
- Ed 344 Dynamic Psychology of Individual Behavior.

#### *Advanced Graduate Courses in Counseling Psychology:*

The candidate elects any appropriate courses approved by his advisors. In the case of Advanced Counseling Practicum, the total hours should be those necessary for the candidate to be prepared for a Supervised Internship in Counseling Psychology. A brochure describing the Doctoral Program is available on request.

## ADMINISTRATION AND SUPERVISION

Boston College offers graduate programs for the preparation of qualified candidates for (and the in-service training of present occupants of) all the major administrative and supervisory posts in education, *viz*: the elementary and secondary school principalships, the school superintendency, and supervisory and other central office staff personnel, including business managers for school systems. Some of the courses offered in this division will also be found useful by those planning careers in college and university administration.

Applicants for admission to all graduate programs in administration and supervision must meet all of the university's general requirements for admission to the appropriate level of study as described earlier in this bulletin. In addition, they must comply with the following *additional* requirements: Be a certified or certifiable teacher with successful teaching experience beyond that involved in student teaching (at least three years' experience is required for certificate and doctoral candidates); be recommended for a career in educational administration by a currently-practicing administrator; and receive the approval of the appropriate Department of Education admissions committee.



The programs in administration and supervision include those leading to a master's degree, the Certificate of Advanced Educational Specialization, and the Doctor of Education or Doctor of Philosophy degrees.

Each program is made up of a core of required courses plus electives. All electives must have the prior approval of the student's program advisor. Electives may be chosen in the student's area of specialization; in related educational areas; in the supporting disciplines of sociology, psychology, business administration, law economics, and political science; or in areas where the student's background is deemed deficient. In certain instances, the waiver of (and/or substitution for) a specific "required course" may be permitted.

### *Master's Degree*

Master's degree programs are designed primarily for the preparation, or in-service training, of elementary and secondary school principals, and staff supervisory personnel. There is a strong emphasis on supervision, personnel management, and the legal aspects of school operations: the master's program normally includes a *minimum* of 30 credit hours beyond the bachelor's degree.

The following courses are usually required in the master's program:

Ed 202      Modern Educational Thought

or

Ed 203      Philosophy of Education

or

Ed 204      Evolution of Educational Doctrine

A structural program in educational administration involves: 1) administrative theory, 2) human relations, and 3) policy formulation and decision-making. Students should schedule their courses, sequentially, around these three aspects of the program.

Ed 211      Educational Psychology

or

Ed 214      Modern Psychology and Education

Ed 251      Introduction to Educational Administration

Ed 252      Personnel Administration

Ed 256      Legal Aspects of Educational Administration I

Ed 259      Supervision

Ed 260      Research Methods in Education

Ed 355      Administrative Behavior

### *Certificate of Advanced Educational Specialization*

Certificate programs are designed specifically for both prospective and currently-practicing administrators (or supervisors) with a master's degree — not necessarily in educational administration and/or supervision — who do not presently contemplate securing a doctoral degree, but who

see the value of pursuing a unified, sequential program of advanced graduate work in order to improve their present skills and competencies.

Each program—to include a minimum of 30 credit hours beyond the master's degree—will be planned around a core of required courses in the area of general administration, and in the field of specialization chosen. There is also provision for elective course work in related educational fields, and in such supporting disciplines as business administration, economics, government, law, psychology, and the social sciences. Thus, the certificate program provides a measure of flexibility which permits the needs of the individual student to be considered and met. The total program must be approved by the department chairman.

Students in the certificate program will be required to engage in a minimum residency of one semester. This is intended to permit such students to meet the membership requirements of the American Association of School Administrators. During this semester of residency, the student will usually be expected to carry four three-credit courses, and have no outside full-time employment. The residency requirement may not be satisfied by summer session attendance only.

The certificate program is primarily a terminal program. It is not intended to serve as a second choice for those graduate students who are unsuccessful in attaining the Ph.D. or D.Ed. in educational administration. Nor would it ordinarily be utilized as an avenue to the doctorate, although in individual instances, a qualified certificate program student may be invited to apply later for admission to doctoral status in the Graduate School.

A certificate candidate's program will usually include—in addition to the courses listed as required for the Master's degree in Administration and Supervision—the following required courses, or their equivalent:

- Ed 208      Sociology of Education
- Ed 351      Administrative Case Studies
- Ed 360      Educational Statistics I
- Ed 450      Projects in Administration and Supervision

### *Doctoral Degrees*

Boston College offers both the Ph.D. and D.Ed. degrees in administration and supervision. The doctoral programs allow students to prepare for all of the administrative and supervisory positions in education including the central office superintendency.

Students in doctoral programs will be expected to engage in a minimum residence of one academic year (please refer to pages 13 and 15 for details). This is intended to permit such students to qualify for future membership in the American Association of School Administrators.

A doctoral candidate's program will usually include—in addition to the courses previously listed as required for the Master's degree in Ad-

ministration and Supervision — the following required courses or their equivalents:

Ed 208	Sociology of Education
Ed 351	Administrative Case Studies
Ed 354	Administration of the Local School System
Ed 356	Legal Aspects of Educational Administration II
Ed 360	Educational Statistics I
Ed 361	Educational Statistics II
Ed 452	Seminar in Problems of School Administration
Ed 456	The School as a Community Institution
Ed 451	
or 454	Internship in Educational Administration
Ed 499	Research Design Seminar

Internships, as deemed necessary by the department faculty, are incorporated as part of a doctoral program. Doctoral candidates enrolled in intern programs must complete successfully an administrative field project and submit special papers related thereto. A comprehensive oral examination on the field project to test the candidate's knowledge of education and educational administration, his ability to apply that knowledge, and his ability to learn from a field experience, is also required.

In addition to courses specific to the field of educational administration, students in the doctoral programs are expected to study in related areas of education as well as in the supporting disciplines of business administration, economics, government, law, psychology, and sociology. Courses for each student will be suggested according to the degree being sought, the academic and professional background of the individual, and his future goals. The doctoral program is normally defined as a minimum of 48 credit hours beyond the master's degree.

### EDUCATIONAL RESEARCH, MEASUREMENT AND EVALUATION

This program is designed to lead to the Ph.D. degree upon successful completion of the requirements over a three-year period by students who enter with a baccalaureate degree, and over a two-year period by students who enter with a Master's degree in Education or a closely related field. The courses, seminars, and internship included in this program emphasize the development of competence in the evaluation of educational innovations. An inter-disciplinary approach involving the resources of the Departments of Education, Psychology and Sociology, and the Institute of Human Sciences is utilized prior to and concurrently with intern experiences in local school systems and other agencies involved in curriculum experimentation and change.

Course work totalling a minimum of 78 semester hours beyond the Bachelor's degree is required of first-year graduate students in the program;



for Fellows who possess the Master's degree at the time of admission, the minimum additional preparation is 48 semester hours. For both classes of students a year-long experience as an intern in one or more educational research settings is required.

Courses taken during the first year of the program are supplemented by weekly non-credit seminars focusing on educational innovations and their impact, the dynamics of change, and relevant research. The second year program includes weekly non-credit seminars devoted to discussions, of theoretical, methodological and substantive problems encountered in the internships.

### FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH

With funds provided by the U.S. Office of Education under the provisions of Title IV of the Elementary and Secondary Education Act of 1965, Boston College offers a limited number of fellowships for graduate students specializing in the area of educational research. The fellowships include full tuition, living allowance (\$2400 per year for first year graduate students, \$2600 for second year graduate students, and \$2800 for third year graduate students), allowance for dependents (\$500 per dependent), and travel and relocation expenses.

In addition to the Departmental core requirement for all M.Ed. candidates (Ed 260, Ed 202 or Ed 203 or Ed 204, and Ed 211 or Ed 214) the program for Title IV Fellows will include the following courses:

Ed 223      Frontiers of Elementary Education

or

Ed 235      Curriculum Development in Secondary Education

Ed 360      Educational Statistics I

Ed 361      Educational Statistics II

Ed 262      Educational Tests and Measurements

Ed 261      Information Processing in Education

Ed 366      Experimental Design

Ed 363      Constructing Evaluation Instruments

Ed 364      Curriculum Evaluation: Theory and Practice

Ed 462      Seminar in Educational Measurement

Ed 463      Internship in Educational Research

Ed 367      Introduction to Multivariate Analysis in  
Behavioral Science

Ed 368      Advanced Topics in Multivariate Statistical Analysis

Ed 369      Psychometric Theory

Ed 499      Research Design Seminar

Fellowship application, including scores on Graduate Record Examination Aptitude Tests and the Miller Analogies Test, must be received by

March 15 to be considered for the following fall semester. For application forms or further information, write to Director, Fellowship Program in Educational Research, Murray Hall, Boston College.

### RELIGIOUS EDUCATION

Students preparing for a master's degree in Religious Education fulfill requirements from a sequence of six courses in Theology (offered only in the Summer Session) and of four courses in education. Students should select courses in education from the categories below. An oral comprehensive examination in course work in the education sequence is required.

#### *Education Core*—(12 credits)

1. Ed 205 History of Catholic Education in the United States
2. Ed 203 Philosophy of Education  
or  
Ed 202 Modern Educational Thought  
or  
Ed 204 Evolution of Educational Doctrine  
Ed 211 Educational Psychology  
or  
Ed 215 Adolescent Psychology  
or  
Ed 216 Child Psychology  
Ed 276 Seminar in the Teaching of Religious Education

### HIGHER EDUCATION

Boston College offers both the Ph.D. and D.Ed. degrees in higher education. The program attempts to serve the needs of professional workers and graduate students who desire careers in higher education. The curriculum is designed to utilize a wide range of instructional resources at the university in order that the broadest curriculum can be offered to students. The program prepares students, professional and research workers at the doctoral level in the following areas: college and university administration, student personnel, community college.

A total of forty-eight hours is required for the doctoral degrees. Twenty-four hours are selected from among the following courses.

- Ed 370 History and Theory of Higher Education
- Ed 371 Organization and Administration of Higher Education
- Ed 372 Student Personnel Programs in Higher Education
- Ed 373 College Personnel Policies and Practices
- Ed 374 Introduction to Community-Junior College I

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Ed 375	Introduction to Community-Junior College II
Ed 376	College Teaching
Ed 377	Basic Issues in American Higher Education
Ed 378	University Systems and International Studies in Education
Ed 379	Seminar in Academic Administration
Ed 470	Seminar in Curriculum in Higher Education
Ed 471	Seminar in Institutional Research
Ed 472	Seminar in Current Problems in Higher Education
Ed 473	Colloquium: Student and Campus Cultures
Ed 474	Colloquium: Community-Junior College
Ed 475	Internship in University Administration
Ed 476	Internship in Student Personnel
Ed 477	Internship in Community-Junior College
Ed 478	Reading and Research in Higher Education

The remaining 24 semester hours may be selected from a variety of interdepartmental courses in consultation with a program advisor.

*Education:*

Ed 208	Sociology of Education
Ed 246	Counseling Process
Ed 261	Information Processing in Education
Ed 303	History of Modern Education
Ed 313	Social Psychology

*Political Science:*

Po 206	Politics and Policies in Metropolitan Areas
Po 208	Problems in Public Administration

*Psychology:*

Ps 277	Field Work in Psych-Social Change
Ps 311	Techniques of Community Analysis

*Sociology:*

Sc 152	Collective Behavior
Sc 178	Sociology of Complex Organization

*Business:*

Ge 245	Human Factors in Administration
Ge 282	Organization Theory

*Institute of Human Sciences:*

Urban Developmental Planning, Research,  
and Policy



## SPECIAL EDUCATION AND REHABILITATION

The Education Department offers sequences of courses which prepare teachers and administrators of programs for the handicapped. Particular emphasis is given to problems related to blindness, mental retardation, emotional disturbance, and multiple handicaps. Programs are tailored to meet the specific needs and goals of individual students. Consideration is given to special requirements of the several states and the various accrediting agencies.

Programs have been planned to prepare students to teach:

- A. children who are mentally retarded.
- B. children who are emotionally and/or socially maladjusted.
- C. orientation and mobility (PERIPATOLOGY) to blind children and adults in community agencies and public and private schools.
- D. children who are blind or partially sighted.
- E. children with multiple handicaps including those who are deaf-blind.
- F. children with crippling conditions.

Experienced special educators may plan a post-master's degree program in such areas as:

- 1. planning and conducting research involving handicapped persons.
- 2. supervising special class teachers and/or special class student teachers.
- 3. teaching college level courses in Special Education.
- 4. curriculum construction for special classes.
- 5. planning and providing guidance services for handicapped children and youth.

The Peripatology Program is conducted with the cooperation and support of the Vocational Rehabilitation Administration of the U.S. Office of Health, Education and Welfare. Students enrolled in this program are afforded traineeships which include full tuition and fees plus monthly stipends for living expenses.

The programs for teachers of blind and deaf-blind children are conducted with the cooperation of the Perkins School for the Blind. The Perkins School awards scholarships which include tuition and fees for the academic year plus found and monthly stipends for incidents.

A limited number of federal traineeships are offered through Boston College in the various areas of Special Education and Rehabilitation.

For more information regarding the programs and financial assistance available, write to the Program Coordinator of Special Education and Rehabilitation, Boston College, Chestnut Hill, Massachusetts 02167.

## COURSES OF INSTRUCTION

*History and Philosophy of Education*

## ED 202—MODERN EDUCATIONAL THOUGHT (3)

A survey of recent and current philosophies of education through the writings of representatives of the major positions.

F., 4:30 - 6:15 (1st sem.)

*Summer Session, 1969*

*Prof. Lambert*

*Prof. Lambert*

## ED 203—PHILOSOPHY OF EDUCATION (3)

Fundamental educational problems; the nature of the learner, the agencies responsible for education, the rights of parents, Church, and State regarding education, and the philosophical aspects of curriculum and methodology.

Th., 4:30 - 6:15 (2nd sem.)

*Summer Session, 1969*

*Prof. Moore*

*Prof. Moore*

## ED 204—EVOLUTION OF EDUCATIONAL DOCTRINE (3)

An historical and philosophical study of the evolution of educational theory. (This course fulfills the philosophy of education requirement for all master's programs in education and may, therefore, be substituted for Ed 202 or Ed 203).

W., 4:30 - 6:15 (1st sem.)

*Summer Session, 1969*

*Prof. Power*

*Prof. Power*

## ED 205—HISTORY OF CATHOLIC EDUCATION IN THE UNITED STATES (3)

A study of the origin and evaluation of Catholic elementary, secondary, and higher education from the founding of Georgetown College to contemporary times.

*Summer Session, 1969*

*Prof. Power*

## ED 208—SOCIOLOGY OF EDUCATION (3)

Education as a social process. Institutional structure of American education. The social roles of teachers, administrators, pupils. The group basis of education. Education and the community.

*Summer Session, 1969.*

*Prof. J. Donovan*

## ED 209—HISTORY OF AMERICAN EDUCATION (3)

An historical inquiry into the origin and development of elementary, secondary, and higher education in the United States, with emphasis on the cultural context in which education has evolved.

M., 4:30 - 6:15 (1st sem.)

*Prof. Moore*

## ED 302—HISTORY OF ANCIENT AND MEDIEVAL EDUCATION (3)

Major movements in the evolution of educational theory and practice from Ancient Greece to the Renaissance.

*To be offered Spring, 1971*

## ED 303—HISTORY OF MODERN EDUCATION (3)

Main currents in the history of European education from the fifteenth through the nineteenth century.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Power*

## ED 304—EDUCATION CLASSICS (3)

A reading and discussion course based on the prominent men (e.g., Isocrates, Plato, Comenius, Pestalozzi, Dewey) and the great ideas (e.g., humanism, realism, empiricism, naturalism, pragmatism) in the history of educational thought.

*To be offered Fall, 1970.*

## ED 305—COMPARATIVE EDUCATION (3)

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on the solutions given by various nations to universal educational problems.

*Not offered, 1968-69.*

## ED 305A—EDUCATION IN THE SOVIET UNION AND EASTERN EUROPE

(3)

A study of educational patterns in the Soviet Union and in the nations which have been in the Soviet sphere of influence.

*Summer Session, 1969.*

*Prof. Lambert*

## ED 306—PHILOSOPHY OF AMERICAN EDUCATION (3)

An advanced course concentrating on the educational theories of pragmatism and realism.

*To be offered Fall, 1970.*

## ED 307—CONTEMPORARY ISSUES IN EDUCATIONAL THEORY (3)

A detailed study of the principal current debates in educational philosophy.

T., 4:30 - 6:15 (2nd sem.)

*Prof. Lambert*

*Summer Session, 1969.*

*Prof. Moore*

## ED 400—PROJECTS IN HISTORY AND PHILOSOPHY OF EDUCATION

Open to advanced graduate students only. Credits to be determined.

*By arrangement.*

## ED 402—SEMINAR IN PHILOSOPHY OF EDUCATION (3)

Research and reports on selected problems in contemporary educational theory.

T., 4:30 - 6:15 (1st sem.)

*Prof. Lambert*

## ED 403—SEMINAR IN THE HISTORY OF EDUCATION (3)

Selected problems in the history of education. Members of the seminar will prepare and present research papers.

F., 4:30 - 6:15 (2nd sem.)

*Prof. Lambert*



## PSYCHOLOGY IN EDUCATION

Psychology courses taught in the Department of Education are found on pages 480 to 487.

*Educational Psychology*

## ED 211—EDUCATIONAL PSYCHOLOGY (3)

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

W., 4:30 - 6:15 (1st sem.)

*Prof. Crellin*

*Summer Session, 1969.*

*Staff*

## ED 214—MODERN PSYCHOLOGY AND EDUCATION (3)

An analysis of classical and modern theories of learning and their practical classroom implications.

*Prerequisite:* Undergraduate Educational Psychology

T., 4:30 - 6:15 (2nd sem.)

*Prof. Travers*

*Summer Session, 1969.*

*Staff*

## ED 215—PSYCHOLOGY OF ADOLESCENCE (3)

The Psychology of Adolescence is an empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

M., 4:30 - 6:15 (2nd sem.)

*Prof. Dacey*

## ED 216—CHILD PSYCHOLOGY (3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development, from conception to adolescence, is discussed within the framework of contemporary theories of child growth.

W., 4:30 - 6:15 (1st sem.)

*Prof. Travers*

## ED 218—EDUCATION OF THE GIFTED (3)

An analysis and study of the nature and development of gifted children. Educational provisions made for them especially in the culturally deprived areas. Curricular needs indicated for them in the light of current research findings and in keeping with modern educational theory and practice.

M., 4:30 - 6:15 (1st sem.)

*To be announced*

## ED 219—THE SCHOOLS AND JUVENILE DELINQUENCY (3)

A study of the nature and causes of juvenile delinquency and their practical classroom implications. Special attention will be afforded schools and the teaching-learning process in high delinquency areas.

*Summer Session, 1970.*

*Prof. Kelly*

## ED 312B—ABNORMAL PSYCHOLOGY (3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances.

Th., 4:30 - 6:15 (2nd sem.)

*To be announced*

## ED 313—SOCIAL PSYCHOLOGY (3)

The principles of psychology applied to the individual in the social situation. Investigation of special topics of group and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning, and motivation.

(1st sem.)

*Prof. Friedman*

(2nd sem.)

*Prof. Friedman*

## ED 315—INFORMATION SYSTEMS FOR INDIVIDUALIZED INSTRUCTION (3)

An introduction to current and future approaches to instruction utilizing advances in communication technology, systems analysis, evaluation techniques, programmed instruction, and computers. Emphasis will be given to two or three current experimental projects which will be studied in depth. Enrollment limited to 20 with permission of the instructor prerequisite.

M., 4:30 - 6:15 (2nd sem.)

*Prof. Jensen*

## ED 316—THE ROLE OF THE TEACHER IN PSYCHOLOGICAL DIAGNOSIS (3)

A presentation of the more common indicators of emotional and/or cognitive disturbance in children as they are manifested in classroom behavior and school achievement. Emphasis is placed on the importance in early detection and as a referral agent.

Th., 4:30 - 6:15 (1st sem.)

*To be announced*

## ED 317—THEORIES OF PERSONALITY (3)

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

M., 4:30 - 6:15 (1st sem.)

*Prof. vonFelsinger*

M., 4:30 - 6:15 (2nd sem.)

*Prof. vonFelsinger*

## ED 410—PROJECTS IN EDUCATIONAL PSYCHOLOGY

Open to advanced graduate students only. Credits to be determined.

*By arrangement.*

## ED 411—COGNITIVE PROCESSES AND EDUCATION (3)

An analysis of the theories and recent research on the development and function of cognitive processes, and their relationship to educational practice. The development of perceptual and intellectual systems, concept formation, information processing, planning behavior, the development of language, problem-solving, and creativity will be emphasized.

*Admission by consent of the instructor.*

M., 4:30 - 6:15 (1st sem.)

*Prof. Dacey*

## ED 412—SEMINAR IN THE PSYCHOLOGY OF LEARNING (3)

An investigation of the learning process with particular emphasis upon the nature of learning (development of definitions of learning, types of learning, transfer, and the development of learning theory). Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and neurological aspects of learning.

*Admission by consent of the instructor.*

T., 4:30 - 6:15 (2nd sem.)

*Prof. Crellin*

## ED 413—SEMINAR IN MOTIVATION: THEORY AND PRACTICE (3)

A study of traditional theories (James, McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

*Admission by consent of the instructor.*

W., 4:30 - 6:15 (2nd sem.)

*Prof. Travers*

## ED 414—SEMINAR IN THEORIES OF INSTRUCTION (3)

A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies, such as Bruner, Ryans, Flanders, and other contemporary theorists.

*Admission by consent of the instructor.*

F., 4:30 - 6:15 (1st sem.)

*Prof. Travers*

*Elementary Education and Reading*

## ED 220—STUDENT TEACHING, ELEMENTARY SCHOOL (6)

This ten-week field experience during February, March, and April of the second semester consists of classroom observation and teaching in a nearby elementary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in Elementary Education, Plan A.

*By arrangement.*

*Prof. Martin*

## ED 221—SEMINAR IN ELEMENTARY METHODS (3)

This course is designed to present the organization of the curriculum of the elementary school. It will include basic methods and techniques of teaching, and will extend the study of the curriculum into the areas of Social Studies, Language Arts (other than Reading), Art, and Music. Opportunities will be given for observations in School Systems in the surrounding areas. This course is for candidates in Elementary Education, Plan A.

Th., 4:30 - 6:15 (1st sem.)

*Prof. Reyburn*



## ED 221A—EDUCATIONAL MEDIA (3)

The course will consist of a brief review of the factors determining the need for technology (new equipment and materials) in the classroom; a demonstration of the typical audio-visual equipment used in the classroom; analysis of how audio-visual materials can be integrated into the curriculum; laboratory practice in the operation of audio-visual equipment and production of visual materials. Field trips will play an integral part in the study of computer-assisted instruction, educational technology in a non-graded school, commercial development of curriculum materials. Enrollment will be limited to thirty students.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Pula*

## ED 222—CHILDREN'S LITERATURE (3)

The purpose of this course is to survey quality prose and poetry for developing an effective program in children's literature. Criteria for book selection and teaching procedures are examined.

Th., 4:30 - 6:15 (1st sem.)

*Prof. Bath*

*Summer Session, 1969.*

*Prof. Bath*

## ED 223—FRONTIERS OF ELEMENTARY EDUCATION (3)

Focus is on inquiry into current experimentation, trends and established innovations in elementary school organization, curriculum and teaching-learning strategies. Emphasis is on critical analysis.

T., 4:30 - 6:15 (1st sem.)

*Prof. Cotter*

*Summer Session, 1969.*

*Prof. Cotter*

## ED 224—DEVELOPMENTAL READING INSTRUCTION (3)

This is an advanced course in teaching the basic fundamentals of reading in the elementary school. Reading research and innovative practices will be related to reading methodology.

*Prerequisites: Undergraduate course in reading and teaching experience.*

W., 4:30 - 6:15 (1st sem.)

*To be announced*

*Summer Session, 1969.*

*Prof. Corcoran*

## ED 224A—INTRODUCTION TO DEVELOPMENTAL READING (3)

This course is designed to meet the needs of students who do not have an undergraduate degree in education and who lack experience involving the teaching of reading in a regular classroom. It is also a refresher course for teachers returning to the classroom after an extended period of time.

M., 4:30 - 6:15 (1st sem.)

*To be announced*

## ED 225—DIAGNOSTIC AND REMEDIAL TECHNIQUES IN READING (3)

This is an advanced course for experienced teachers. It is designed to give the classroom teacher, reading supervisor, or special reading teacher skill in diagnosing and removing reading deficiencies.

*Prerequisite: Ed 224—Developmental Reading Instruction.*

Th., 4:30 - 6:15 (2nd sem.)

*To be announced*

*Summer Session, 1969.*

*Prof. Bath*

## ED 226—LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3)

This course focuses on the place of language arts in the total elementary school curriculum; research in language arts; current practices and new instructional techniques for developing and improving children's abilities in speaking, listening, and writing; linguistics and new grammar; materials for teaching language arts in the elementary school. Designed for experienced teachers, candidates in Elementary Education, Plan B.

T., 4:30 - 6:15 (2nd sem.)  
Summer Session, 1969.

Prof. Savage  
Prof. Savage

## ED 227—SOCIAL SCIENCES IN THE ELEMENTARY SCHOOL (3)

Current practices and new trends in curriculum, methods and materials, and evaluation in history, geography and related social sciences for grades one through six will be presented.

Th., 4:30 - 6:15 (1st sem.)  
Summer Session, 1969.

Prof. Cotter  
Prof. Cotter

## ED 228—MODERN MATHEMATICS IN THE ELEMENTARY SCHOOL (3)

Development of some of the central unifying concepts in mathematics—investigation of the mathematical systems of natural numbers, integers, rational numbers, real numbers, sets, computer-oriented mathematics, elements of algebra, geometry, analytic geometry. Survey of pertinent literature found in current professional periodicals and publication. Major emphasis will be on content.

W., 4:30 - 6:15 (1st sem.)

To be announced

## ED 229—SCIENCE IN THE ELEMENTARY SCHOOL (3)

An examination of the structure of science; fundamental concepts of the physical and biological sciences; pedagogical interrelationship between mathematics and science; inquiry and discovery methods, the development of science programs and curricula in the elementary school. Emphasis in the course will be on content.

F., 4:30 - 6:15 (1st sem.)  
Summer Session, 1969.

Prof. Harris  
Prof. Sine

ED 321—SEMINAR IN EARLY CHILDHOOD—MONTESSORI  
METHODOLOGY (3)

A survey and study of current plans especially the Montessori Methodology, for disadvantaged, compensatory education, along with enrichment programs. Students will observe in centers where such programs are operating and study research in depth.

W., 4:30 - 6:15 (1st sem.)

To be announced

## ED 322—SEMINAR IN CASE STUDIES OF YOUNG CHILDREN (3)

This advanced seminar enables workers with young children to make fuller use of school behavior as basic material for understanding personality, in order to make a creative adaptation of school life to individual needs of children. Specialists from the clinical fields present studies of children from the viewpoints of these disciplines. Each student undertakes a systematic exercise in gathering and interpreting material on an individual child. The process seeks to integrate intellectual achievement with patterns of inter-personal responsibility, taking account of the qualities of self-feeling and identity as projected on a behavior level.

T., 4:30 - 6:15 (2nd sem.)

*Sister Josephina, C.S.J.*

## ED 324—SEMINAR IN THE PSYCHOLOGY OF THE YOUNG CHILD (3)

It is the purpose of this seminar to concentrate on a few aspects of the development of the young child, in each instance to systematize the body of available knowledge and to consider critically the extent to which educational procedure rests on this foundation. Possible areas to be studied are cognitive and attitudinal processes, sex role identification and the formation of values. Students are expected to undertake independent work, with the help of prepared bibliographies, and partake in presentation to the seminar.

*Summer Session, 1969.*

*Prof. Passios*

## ED 326—ADVANCED SEMINAR AND PRACTICUM IN READING (6)

An intensive study of case methods for diagnosing and removing serious reading deficiencies. Tutoring under supervision of one or more pupils selected from grades 1-8. Team teaching procedures will be adapted in an off-campus reading laboratory.

*Approval of Dr. Marion Jennings required.*

*Conducted at Nazareth Child Care Center, 9:00 - 12:00 daily.*

*Summer Session, 1969.*

## ED 327—ACTION RESEARCH IN ELEMENTARY SOCIAL SCIENCE (3)

Direction will be given for the design and implementation of projects concerning social science content, skills, materials, and instructional elementary school classrooms.

*To be offered 1970-71.*

## ED 328—SEMINAR IN ELEMENTARY EDUCATION (3)

Current issues and problems in elementary education selected by seminar members are investigated, reported and discussed in a problem-solving approach. For experienced educators.

W., 4:30 - 6:15 (2nd sem.)

*Summer Session, 1969.*

*Prof. Cotter*

*Prof. Savage*



## ED 329—PRACTICUM IN ELEMENTARY SOCIAL SCIENCE CURRICULA

An interdisciplinary approach to evaluation, revision and construction of elementary school social science programs. Individual or group efforts may be directed toward specific aspects of programming or toward the construction of a total curriculum, k - 6. Designed for experienced teachers and administrators.

*To be offered 1970-71.*

## ED 420—PROJECTS IN ELEMENTARY CURRICULUM AND INSTRUCTION

Open to advanced graduate students only. Credits to be determined.

*By arrangement.*

*Secondary Education*

## ED 230-231—M.A.T.-M.S.T. PRE-INTERN PROGRAM (6)

This program includes the study of instructional materials, methods, and the technology of teaching considered appropriate to the intern teacher's specialized field. Special effort is made to include experiences which contribute to the improvement of instruction in the summer program and which strengthen the intern teacher's readiness to assume full responsibility for his classes during the year of internship.

During the morning hours of the Wellesley Six-Week Academic Summer Program, intern teachers have opportunity to observe classes in a number of subject-matter fields. They work primarily in the field of their specialty. Here, as members of a teaching team under the direction of their cooperating teacher, they practice the role of the teacher through supervised analysis of classroom management, planning lessons, preparing materials, keeping records, evaluating the work of students, tutoring individual students, working with small groups, assisting in large-group instruction, acting as laboratory assistants, and teaching complete lessons.

The Pre-Intern Program includes:

## ED 230—STUDENT TEACHING, SECONDARY SCHOOL (3)

## ED 231—METHODS AND MATERIALS OF TEACHING (3)

*Special Program*

*Prof. Green and Staff*

## ED 232—INTERNSHIP IN TEACHING (3, 3)

This is a cooperative field experience under the supervision of the employing school system and the Department of Education. Intern teachers teach half the number of classes that comprise the assignment of a full-time teacher. For this work they receive one-half of the Massachusetts minimum salary.

*Both Semesters*

*Prof. Green*

## ED 233—TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL (3)

This course includes the study of instructional materials, methods, and the technology of teaching considered appropriate to the candidate's specialized field. Emphasis is given to the organization of classroom procedures. Particular attention is focused on planning, preparation, implementation, and evaluation.

W., 4:30 - 6:15 (1st sem.)

Summer Session, 1969.

Prof. Bath

Prof. Ruane

## ED 234—STUDENT TEACHING, SECONDARY SCHOOL (6)

This ten-week field experience during February, March and April of the second semester consists of classroom observation and teaching in a nearby secondary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in MAT-MST Plan B.

By arrangement

Prof. Martin

## ED 235—CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION (3)

This course examines the changing structure of the secondary school and the major forces which are affecting the curriculum-development function. Curriculum materials from selected curriculum centers are reviewed together with promising strategies for implementation.

M., 4:30 - 6:15 (1st sem.)

Summer Session, 1969.

Prof. W. Griffin

Prof. W. Griffin

## ED 236—AMERICAN SECONDARY EDUCATION (3)

A study of critical issues in the development of the American high school with particular stress on contemporary problems.

W., 4:30 - 6:15 (1st sem.)

Prof. C. Smith

## ED 237—READING IN THE SECONDARY SCHOOL (3)

Special emphasis is given to the principles, procedures and instructional materials used in teaching the fundamentals of reading at the junior and senior high level. Techniques for correcting specific reading difficulties are also examined.

Th., 4:30 - 6:15 (1st sem.)

To be announced

## ED 238—LITERARY TYPES FOR JUNIOR AND SENIOR HIGH (3)

Historical development of major literary types — essay, short story, novel, drama, and poetry — with emphasis on those elements which may prove most interesting to the high school reader. Also, a study of selected works to determine appropriate methods of teaching these types.

Summer Session, 1969.

Prof. Fitzgerald

## ED 239—EDUCATIONAL MEDIA (3)

The course will consist of a brief review of the factors determining the need for technology (new equipment and materials) in the classroom; a demonstration of the typical audio-visual equipment used in the classroom; analysis of how audio-visual materials can be integrated into the curriculum; laboratory practice in the operation of audio-visual equipment and production of visual materials. Field trips will play an integral part in the study of computer-assisted instruction, educational technology in a non-graded school, commercial development of curriculum materials. Enrollment will be limited to thirty students.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Pula*

## ED 330—URBAN EDUCATION I (3)

This course is designed to examine problems confronting the inner-city teacher; his attitudes and expectations toward teaching in deprived areas; problems of instruction and learning; the effects of economic and cultural deprivation on the personality development of youth in these areas; and the implications of learning theory, curriculum and instruction in the urban classroom.

M., 4:30 - 6:15 (1st sem.)

*Prof. C. Smith*

*Summer Session, 1969.*

*Prof. C. Smith*

## ED 331—URBAN EDUCATION II (3)

The major purpose of this course is to consolidate the principles developed in Urban Education I by focusing them on a particular problem area of significance to educationally disadvantaged children.

M., 4:30 - 6:15 (2nd sem.)

*Prof. C. Smith*

ED 332—THE ROLE OF THE TEACHER IN PSYCHOLOGICAL  
DIAGNOSIS (3)

Th., 4:30 - 6:15 (2nd sem.)

*To be announced*

*Counselor Education and Counseling Psychology*

## ED 240—PRINCIPLES AND TECHNIQUES OF GUIDANCE (3)

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance.

W., 4:30 - 6:15 (1st sem.)

*Prof. Cottle*

*Summer Session, 1969.*

*Prof. Cottle*

ED 241—ORGANIZATION AND ADMINISTRATION OF GUIDANCE AND  
PERSONNEL SERVICES (3)

Starting, organizing, administering, and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration.

M., 4:30 - 6:15 (2nd sem.)

*Prof. Shea*

*Summer Session, 1971.*



ED 242—IDENTIFICATION AND PREVENTION IN ELEMENTARY  
SCHOOL GUIDANCE (3)

Consideration of the psychological, sociological and educational deficiencies contributing to pupil problems in the elementary school and how the elementary school guidance worker and the teacher identify them for preventive work or referral.

T., 4:30 - 6:15 (1st sem.)

*Prof. Murphy, O.P.*

ED 243—COUNSELING AND GROUP PROCESSES IN THE  
ELEMENTARY SCHOOL (3)

A study of counseling and supporting group processes as they apply to the role of the elementary school guidance worker. Theory and practice for the guidance worker in establishing relationships with students, teachers and parents. Laboratory experience in group dynamics.

T., 4:30 - 6:15 (2nd sem.)

*Prof. Murphy, O.P.*

ED 244—COUNSELING IN NON-SCHOOL SETTINGS (3)

Counseling processes modified by demands of varied non-school settings (Employment Service, Rehabilitation, Community agencies), problems of supervising counseling support personnel, developing out-reach programs. This course should not be counted toward school counselor certification.

W., 4:30 - 6:15 (1st sem.)

*Prof. Wegner*

ED 245—CLINICAL CHILD GUIDANCE (3)

Application of psychological data and methods to clinical problems with emphasis upon the specific behavior and personality problems of childhood and adolescence. Evaluation of modern clinical procedures in diagnosis and therapy.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Kelly*

*Summer Session, 1969.*

*Prof. Kelly*

ED 246—THE COUNSELING PROCESS (3)

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems at various school levels.

Ed. 240, Principles and Techniques of Guidance, or its equivalent, is a prerequisite for this course.

T., 4:30 - 6:15 (2nd sem.)

*Prof. Moynihan, S.J.*

*Summer Session, 1969.*

*Prof. Wegner*

ED 247—PERSONALITY DEVELOPMENT AND MENTAL HEALTH OF  
THE CHILD (3)

A consideration of the social, psychological and familial characteristics of the urban poor and their effect upon mental health and social behavior. Emphasis is placed on the motivational structure and value systems of the disadvantaged child and their implications for urban education.

W., 4:30 - 6:15 (1st sem.)

*Prof. Kelly*

## ED 248—VOCATIONAL INFORMATION AND PLACEMENT (3)

Evaluation, classification, and use of educational and occupational literature for counseling and the teaching of occupations. Techniques of placement and personnel work. Introduction to the sociology and psychology of careers.

M., 4:30 - 6:15 (1st sem.)

Summer Session, 1969.

Prof. Shea

Prof. Shea

## ED 249—THE ROOTS OF CAREERS: THE ELEMENTARY SCHOOL (3)

Designed to examine concepts of career development in the elementary school population. Special attention will be given to the study of career development information materials, equipment, curriculum, design, and work habits, and, the consultative role of the counselor in an institutional setting.

Th., 4:30 - 6:15 (1st sem.)

Prof. Murphy, O.P.

## ED 312A—ABNORMAL PSYCHOLOGY (3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances. For people with an extensive background in psychology such as counseling majors or psychology majors.

*Prerequisite: Consent of Prof. Moynihan, S.J.*

Th., 4:30 - 6:15 (2nd sem.)

Prof. Moynihan, S.J.

## ED 340—COUNSELING AND THERAPY IN GROUPS (3)

A consideration of the principles and techniques of group counseling and therapy involving an analysis of current concepts and procedures of various approaches to group dynamics.

*To be offered Fall, 1970.*

## ED 341—PRACTICUM IN GROUP DYNAMICS

An intensive laboratory treatment involving practice of various forms of group dynamics in school and non-school settings.

*To be offered Spring, 1971.*

## ED 342—INTRODUCTION TO PLAY THERAPY (3)

Theoretical approach to play therapy as a treatment process with elementary or pre-school children. Limited laboratory or pre-practicum experience.

W., 4:30 - 6:15 (1st sem.)

Prof. Hurwitz

## ED 343—CASE STUDIES, DIAGNOSIS (3)

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision.

*Prerequisite: Ed. 240 and 243 or 244 or 246.*

M., 4:30 - 6:15 (1st sem.)

Prof. Kelly

## ED 344—DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

The driving forces of human nature. Emphasis on the counseling and clinical implications of the affective and cognitive dynamics; needs, emotions, attitudes, values, and their relation to personality and character development and integration.

W., 4:30 - 6:15 (1st sem.)

*Prof. Moynihan, S.J.*

## ED 345—TRAIT-FACTOR-SELF THEORY (3)

A study of theory and methods of assessing and integrating data concerning the individual's aptitudes, abilities and self-concept. Psychological areas such as learning theory, personality theory and motivation are synthesized to promote articulation of a professional frame of reference for the counseling psychologist.

F., 4:30 - 6:15 (1st sem.)

*Prof. Cottle*

## ED 346—BEGINNING COUNSELING PRACTICUM (3)

Work under direct supervision with actual clients wishing educational-vocational counseling in a setting at the level in which the counselor expects to work.

*Prerequisite: Consent of Prof. Cottle in advance.*

M., 4:30 - 6:15 (1st sem.)

*To be announced*

T., 4:30 - 6:15 (1st sem.)

*Prof. Shea*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Lawlor, S.J.*

F., 4:30 - 6:15 (1st sem.)

*Prof. Murphy, O.P.*

T., 4:30 - 6:15 (2nd sem.)

*Prof. Kelly*

W., 4:30 - 6:15 (2nd sem.)

*Prof. Murphy, O.P.*

F., 4:30 - 6:15 (2nd sem.)

*Prof. Boles*

*Summer Session, 1969.*

## ED 347—PRACTICUM IN CHILD GUIDANCE (3)

A practicum at the elementary school level for candidates who have completed course work for the master's degree.

*Prerequisite: Consent of Prof. Cottle in advance.*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Kelly*

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Murphy, O.P.*

*Summer Session, 1969.*

*Prof. Kelly*

## ED 348—ADVANCED COUNSELING PRACTICUM (3)

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program.

*Prerequisite: Consent of Prof. Cottle in advance.*

T., 4:30 - 6:15 (1st sem.)

*Prof. Wegner*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Shea*

M., 4:30 - 6:15 (2nd sem.)

*Prof. Wegner*

W., 4:30 - 6:15 (2nd sem.)

*Prof. Shea*

*Summer Session, 1969.*

## ED 349—PRACTICUM IN PLAY THERAPY (3)

W., 4:30 - 6:15 (2nd sem.)

*Prof. Hurwitz*



## ED 440—INDIVIDUAL PSYCHOLOGICAL TESTING-THEORIES (3)

Examination of theories of individual psychological testing with a number of the most commonly used instruments. Limited laboratory experience.

M., 4:30 - 6:15 (2nd sem.)

*Prof. Kelly*

## ED 441—SEMINAR IN EVALUATION IN COUNSELING (3)

Consideration of principles of evaluation and measurement as applied to special problems in guidance and counseling psychology. Research and reports on selected problems. For advanced graduate students who have had Ed. 240, Ed. 241, and Ed. 262, Ed. 264 or Ed. 265.

*To be offered Spring, 1971.*

## ED 442—SEMINAR IN RESEARCH IN COUNSELING (3)

An examination of current hypotheses and theories in guidance and counseling psychology to assist the advanced graduate student to evaluate them toward inclusion in his developing frame of reference. Research and reports on selected problems.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Wegner*

## ED 443—SEMINAR IN VOCATIONAL DEVELOPMENT (3)

A study of the relation of career development to general development and life choices. Intensive review and discussion of theory and research in career development. Optional participation in current research.

T., 4:30 - 6:15 (2nd sem.)

*Prof. Shea*

## ED 444—SEMINAR IN COUNSELING SUPERVISION (3)

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Supervision and training of counseling support personnel. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

*Prerequisite: Consent of Prof. Cottle in advance.*

W., 7:00 - 8:45 (2nd sem.)

*Prof. Cottle*

## ED 445—COMMUNICATION IN COUNSELING (3)

A seminar devoted to verbal and non-verbal aspects of communication in the interview and in groups accompanied by intensive laboratory experience in conducting and analyzing experiments in communication.

F., 4:30 - 6:15 (2nd sem.)

*Prof. Cottle*

## ED 446—SUPERVISED FIELDWORK IN COUNSELING PSYCHOLOGY (3)

One hundred and fifty clock hours of psychodiagnostic and interviewing experience, under immediate supervision, with clients in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions, and for participation in staff conferences.

*Prerequisite: Ed. 348 and consent of Prof. Cottle in advance.*

W., 4:30 - 6:15 (2nd sem.)

*Prof. Wegner*

ED 449—PROJECTS IN COUNSELOR EDUCATION AND COUNSELING  
PSYCHOLOGY

Open to doctoral students *only* after all other courses have been taken.  
Credits to be determined.

*By arrangement with Prof. Cottle.*

*Administration and Supervision*

ED 251—INTRODUCTION TO EDUCATIONAL ADMINISTRATION (3)

An overview of the field of educational administration. Will consider the organization of American education in terms of its local, state, and federal relationships; the administration of American education in terms of general policies and practices utilized at its various levels; current issues in organization and administration.

The basic course for those majoring in administration and supervision.

F., 4:30 - 6:15 (1st sem.)

*Prof. M. Griffin*

*Summer Session, 1969.*

*Prof. M. Griffin*

ED 252—PERSONNEL ADMINISTRATION (3)

Problems of staffing, including recruiting, selecting, retaining, and evaluating, with emphasis on optimum use of human resources. Relation of the administrator to various policy-making bodies, to professional and lay publics, and to student personnel.

M., 4:30 - 6:15 (1st sem.)

*Prof. Norton, S.V.D.*

*Summer Session, 1969.*

*Prof. Norton, S.V.D.*

ED 253B—FEDERAL FUNDING AND LOCAL SCHOOL OPERATION (3)

The purpose of this course is to examine sources of federal and state funds available to educational institutions, public and private, as well as the issues raised by the implications of funding, such as; the shortage of qualified staff to implement new programs, local autonomy vs. categorical aid, general aid vs. categorical aid with respect to innovation and/or improvement in educational opportunities. Topics will vary to include a study of most recent legislation and issues resulting therefrom. Students will have opportunities to thoroughly acquaint themselves with guidelines through the writing of individual proposals requesting grants.

W., 4:30 - 6:15 (1st sem.)

*Prof. M. Griffin*

ED 254—THE ELEMENTARY SCHOOL PRINCIPALSHIP (3)

This course will deal with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the chief responsibility of the elementary principal—instructional leadership. The concept of the elementary principal as an educational statesman will be developed.

*Summer Session, 1969.*

*Prof. M. Griffin*

## ED 255—THE SECONDARY SCHOOL PRINCIPALSHIP (3)

Will deal with current administrative principles and practices essential to effective secondary school organization and management. Will consider the educational leadership required of the secondary school principalship in such areas as scheduling, staff utilization, plant operations, student activities, and school-community relations. Problems related to the "middle management" role of the principal are examined both theoretically and operationally.

T., 4:30 - 6:15 (1st sem.)

*Prof. W. Griffin*

## ED 256—LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION I (3)

The legal rights, duties, and liabilities of school personnel generally in relation to their employing educational agencies, their professional and non-professional colleagues, pupils, and parents. An introductory course intended for classroom teachers, prospective administrators, and practicing administrators.

T., 4:30 - 6:15 (1st sem.)

*Prof. Roach*

*Summer Session, 1969.*

## ED 257—ADMINISTRATIVE COMMUNICATION (3)

This course is designed to analyze and synthesize the process of communication as a fundamental tool of the school administrative at any level. The definitions, elements, dynamics, conditions and activities of the communication process will be studied in the actual context of the school situation.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Norton, S.V.D.*

## ED 259—SUPERVISION (3)

A course planned for supervisors, principals, and teachers interested in school administration. Supervisory problems are studied in the areas of pupil-teacher relationship, curriculum devices, modern trends of supervision and new techniques of instruction which aim to improve the teacher-learning situation.

Th., 4:30 - 6:15 (1st sem.)

*Prof. W. Griffin*

*Summer Session, 1969.*

*Prof. W. Griffin*

## ED 351—ADMINISTRATIVE CASE STUDIES (3)

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

*Prerequisite: Prior approval of instructor.*

M., 4:30 - 6:15 (2nd sem.)

*Prof. M. Griffin*

## ED 352A—SUPERVISION OF ELEMENTARY EDUCATION (3)

Will study supervisory problems of teaching and learning, pupil-teacher interaction, team participation and changes related specifically to the elementary school.

T., 4:30 - 6:15 (2nd sem.)

*Prof. M. Griffin*



## ED 352B—SUPERVISION OF SECONDARY EDUCATION (3)

Will study the supervisory problems of teaching and learning in the secondary school setting.

*To be offered 1970-71.*

ED 353—EDUCATIONAL FINANCE AND SCHOOL BUSINESS  
MANAGEMENT (3)

1) A study of the basic problems and issues of fiscal support of public education, including an examination of local, state, and federal resources. 2) Will consider sound business management practices affecting the operation of the educational enterprise, including budgeting, accounting, auditing, requisitioning, purchasing, supply, and financial reporting.

Th., 4:30 - 6:15 (1st sem.)

*Prof. Norton, S.V.D.*

## ED 354—ADMINISTRATION OF THE LOCAL SCHOOL SYSTEM (3)

Will consider the duties and problems of the local administrator in the areas of the instructional program; staff personnel management; pupil administration; school plant utilization; school business affairs; school-community relations; and the appraisal of school system operations.

*Prerequisite: Prior approval of Instructor.*

M., 4:30 - 6:15 (1st sem.)

*Prof. Roach*

## ED 355—ADMINISTRATIVE BEHAVIOR (3)

Will study the feasibility of administrative theories for the practitioner and offer opportunities for the practitioner to develop his own administrative theory. All administrative behavior is examined against major administrative theoretical frameworks.

T., 4:30 - 6:15 (1st sem.)

*Prof. M. Griffin*

## ED 356—LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION II (3)

The legal rights, duties, and liabilities of school administrators in the areas of school finance, school property, contracts, and tort liability. Particular attention will be developed to the powers and duties of local school district boards and school committees. Will also consider Massachusetts General Laws relating to school administration and significant court decisions. For superintendents and other central office personnel, principals, and prospective administrators.

*Prerequisite: Ed. 256 or equivalent.*

*To be offered 1970-71.*

## ED 357—SCHOOL PLANT PLANNING AND OPERATION (3)

Will consider criteria for adequate school plants; building operation and management; the relation between the educational program and the related school facilities; site selection and development; building layout; financial problems. Special emphasis on the evaluation of existing school plants. Visits to new school buildings of special interest.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. W. Griffin*

## ED 450—PROJECTS IN ADMINISTRATION AND SUPERVISION

Under the direction of a faculty member, who serves as Project Director, each student develops and carries to completion a significant field-type study in some area of administration and/or supervision. Open to advanced graduate students only.

*By arrangement*

## ED 451—INTERNSHIP IN EDUCATIONAL ADMINISTRATION (6)

Doctoral level students will have a full semester clinical-type experience in an administrative role in an urban or suburban school system or other appropriate educational organization. The intern will be in an operational decision-making capacity under the direct supervision of an experienced school administrator, and will (1) submit a role proposal, bi-weekly progress journals, and a summary report, (2) be responsible for reading a prepared list of outside references, and (3) participate in a weekly on-campus seminar in advanced educational administration.

*Prerequisite: Prior approval of instructor.*

*By arrangement (1st or 2nd sem.)*

*Prof. W. Griffin*

## ED 452—SEMINAR IN PROBLEMS OF SCHOOL ADMINISTRATION (3)

Guided study and discussion of significant problems in school administration. Individual and group projects will require extensive reading in current professional literature.

*Prerequisite: Prior approval of instructor.*

*To be offered 1970-71.*

## ED 453—SEMINAR IN SUPERVISION (3)

The course is primarily designed for those in supervision and administration. Specific problems dealing with supervision will be treated according to the latest findings in research. Background work in techniques of supervisory practices will be presented. Elementary and secondary levels will be treated.

*To be offered 1970-71.*

## ED 454—INTERNSHIP IN EDUCATIONAL ADMINISTRATION (3)

Doctoral level students will have a one-half semester clinical-type experience in an administrative role in an urban or suburban school system or other appropriate educational organization. The intern will be in an operational decision-making capacity under the direct supervision of an experienced school administrator, and will (1) submit a role proposal, bi-weekly progress journals, and a summary report, (2) be responsible for reading a prepared list of outside references, and (3) participate in a weekly on-campus seminar in advanced educational administration.

*Prerequisite: Prior approval of instructor.*

*By arrangement (both sems.)*

*Prof. W. Griffin*

## ED 455—EDUCATIONAL LEADERSHIP (3)

Will explore the relationship of group dynamics, human relations, etc. to the role of leader in the educational enterprise.

*W., 4:30 - 6:15 (1st sem.)*

*Prof. Norton, S.V.D.*

## ED 456—THE SCHOOL AS A COMMUNITY INSTITUTION (3)

Studies the political, economic, and social forces affecting the local school with particular attention to the improvement of school-community relations.

F., 4:30 - 6:15 (2nd sem.)

Prof. Norton, S.V.D.

*Educational Measurement, Evaluation and Research*

## ED 260—RESEARCH METHODS IN EDUCATION (3)

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports. This course is required for all graduate students in education.

T., 4:30 - 6:15 (1st sem.)

Prof. Walsh

W., 4:30 - 6:15 (2nd sem.)

Prof. Walsh

*Summer Session, 1969.*

## ED 261—INFORMATION PROCESSING IN EDUCATION (3)

Intended for students with little or no prior experience with electronic computers and ancillary mechanical equipment. Topics include historical development of data processing, uses and operating principles of basic devices for punched-card processing, principles of electronic information processing, use of existing library programs and the planning and writing of computer programs in the FORTRAN language, with emphasis upon educational application in fields other than business management. Enrollment limited to twenty. Individually scheduled laboratory sessions in addition to class meetings.

*Prerequisite: consent of instructor.*

M., 4:30 - 6:15 (1st sem.)

Prof. Jensen

*Summer Session, 1969.*

Prof. Jensen

## ED 262—CONSTRUCTION OF ACHIEVEMENT TESTS (3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

Th., 4:30 - 6:15 (1st sem.)

Prof. Madaus

## ED 264—INDIVIDUAL INTELLIGENCE TESTING (3)

A survey of psychological measurements dealing primarily with the construction, administration, scoring, and interpretation of mental tests. A certificate of proficiency in the administration of the Revised Stanford-Binet Test of Intelligence, Form L-M, and the Wechsler Scales: WAIS and WISC are given to those successfully administering a specific number of tests.

F., 4:30 - 6:15 (1st sem.)

*To be announced*

F., 4:30 - 6:15 (2nd sem.)

Sister Josephina, C.S.J.

*Summer Session, 1969.*

Sister Josephina, C.S.J.



## ED 265—GROUP PSYCHOLOGICAL TESTS (3)

This course covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

Th., 4:30 - 6:15 (1st sem.)

*Prof. Wegner*

## ED 360—EDUCATIONAL STATISTICS I (3)

Methods of data reduction, graphic presentation, measures of central tendency and variability, the binomial distribution and probability, correlation and linear regression, estimation and inference, and introduction to hypothesis testing.

W., 4:30 - 6:15 (1st sem.)

*Prof. Rakow*

*Summer Session, 1969.*

*Prof. Rakow*

## ED 361—EDUCATIONAL STATISTICS II (3)

Procedures of inferential statistics and testing of hypotheses. Topics include: small sample theory, chi-square, analysis of variance, analysis of covariance, correlation analysis, and non-parametric techniques.

*Prerequisite: Ed. 360 or equivalent.*

W., 4:30 - 6:15 (2nd sem.)

*Prof. Rakow*

ED 363—CONSTRUCTING NON-COGNITIVE EVALUATION  
INSTRUMENTS (3)

Techniques for the construction and analysis of objective measurement devices in the area of affect and motivation as related to important educational goals.

*To be offered Fall, 1970.*

## ED 364—CURRICULUM EVALUATION: THEORY AND PRACTICE (3)

An intensive study of rationales of evaluation, emphasizing the operational definition of objectives, existing taxonomies of goals, and methods of obtaining and summarizing evaluation data.

*Prerequisite: Ed 262 or consent of instructor.*

T., 4:30 - 6:15 (2nd sem.)

*Prof. Madaus*

ED 365—PERSONALITY AND INTEREST INVENTORIES—THEORY  
AND PRACTICE (3)

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories.

*Not offered 1969-70.*

*Summer Session, 1970.*

## ED 366—EXPERIMENTAL DESIGN (3)

An introduction to the design of experiments. Topics discussed will include fitting the linear model, randomization, blocking, factorial designs, estimation procedures, and incomplete blocking.

*Prerequisite: Consent of the instructor.*

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Airasian*

ED 367—INTRODUCTION TO MULTIVARIATE ANALYSIS IN  
BEHAVIORAL SCIENCE (3)

Topics include multivariate distributions, correlation and regression, causal analysis, and factor analysis. Laboratory exercises include computer analysis of multivariate data.

*Prerequisite: One year of statistics or the equivalent.*

W., 4:30 - 6:15 (1st sem.)

*Prof. Nuttall*

ED 368—ADVANCED TOPICS IN MULTIVARIATE STATISTICS ANALYSIS (3)

Discriminant functions, canonical correlation, model building and simulation techniques. A professional level paper using multivariate procedures will be written.

*Prerequisite: Ed 367 or equivalent.*

W., 4:30 - 6:15 (2nd sem.)

*Prof. Nuttall*

ED 369—PSYCHOMETRIC THEORY (3)

Study of the theoretical concepts and statistical techniques involved in psychological testing and the measurement of mental traits. Attention is given to special problems in reliability, validity, item analysis, composite scores and norming.

*Prerequisite: Consent of instructor.*

T., 4:30 - 6:15 (2nd sem.)

*Prof. Rakow*

ED 433—SEMINAR IN PROBLEMS IN CATHOLIC EDUCATION (3)

This seminar will consider the educational, economic, sociological and political problems presently facing Catholic education.

*Summer Session, 1969.*

*Prof. Madaus*

ED 460—PROJECTS IN EDUCATIONAL MEASUREMENT AND EVALUATION

Open to advanced graduate students only. Credits to be determined.

*By arrangement.*

ED 461—SEMINAR ON THE MEASUREMENT OF HUMAN  
INTELLIGENCE (3)

Topics include the historical background, method of investigation, general theories of intelligence, determiners of intelligence and the structure of intelligence.

*Prerequisite: Consent of instructor.*

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Madaus*

*Summer Session, 1969.*

*Prof. Madaus*

ED 462—SEMINAR IN EDUCATIONAL MEASUREMENT (3)

Individual and/or group projects on problems in test theory and practice related to the interests and needs of the seminar members.

*Prerequisite: Consent of instructor.*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Schmitt*

## ED 463—INTERNSHIP IN EDUCATION RESEARCH (6)

Program participants will be placed in one or more educational research settings to work with local staff and Department faculty in the planning, conduct, analysis, and reporting phases of one or more projects relating to the evaluation of an educational innovation.

*By arrangement.*

*Prof. Walsh*

## ED 464—INTERN SEMINAR I

*By arrangement (1st sem.)*

*Prof. Airasian*

## ED 465—INTERN SEMINAR II

*By arrangement (2nd sem.)*

*Prof. Airasian*

## ED 499—RESEARCH DESIGN SEMINAR

This seminar is intended for doctoral students who are in the process of developing dissertation proposals. Students must have identified their research problem and must possess the research skills required by the problem prior to enrolling in the seminar. The major objectives of the seminar are to provide the student with an awareness of the types of research being undertaken by others and an opportunity to criticize others' proposals and receive criticism of his own. Production of an acceptable dissertation proposal is a firm requirement for satisfactory completion of the seminar.

*Prerequisite: Consent of instructor.*

M., 4:30 - 6:15 (1st sem.)

*Prof. Schmitt*

M., 4:30 - 6:15 (2nd sem.)

*Prof. Schmitt*

### *Religious Education*

## ED 276—SEMINAR IN THE TEACHING OF RELIGION (3)

A seminar designed to assist teachers in the teaching of religious education. Stress will be placed on new methods and materials.

*Summer Session, 1969.*

*Sister Marion O'Connor, r.c.*

## HIGHER EDUCATION

## ED 370—HISTORY AND THEORY OF HIGHER EDUCATION (3)

A study of the major historical and theoretical developments in colleges and universities since their origin in the twelfth century. Special emphasis is given to college and university evolution in the United States.

Th., 4:30 - 6:15 (1st sem.)

*To be announced*

ED 371—ORGANIZATION AND ADMINISTRATION OF HIGHER  
EDUCATION (3)

A study of the government, organization, and administration of higher education.

W., 4:30 - 6:15 (1st sem.)

*Prof. Anello*



## ED 372—STUDENT PERSONNEL PROGRAMS IN HIGHER EDUCATION (3)

An interdisciplinary study and analysis of campus student personnel services and programs, their organization and administration.

M., 4:30 - 6:15 (*1st sem.*)

*Prof. M. Kinnane*

## ED 373—COLLEGE PERSONNEL POLICIES AND PRACTICES (3)

A case study approach to the problems and issues facing those involved in working with students and student life.

*Summer Session, 1970.*

*Prof. M. Kinnane*

## ED 374—INTRODUCTION TO COMMUNITY-JUNIOR COLLEGE I (3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

T., 4:30 - 6:15 (*1st sem.*)

*Prof. Stanton*

## ED 375—INTRODUCTION TO COMMUNITY-JUNIOR COLLEGE II (3)

Continuation of Ed. 374 with emphasis given to issues in the structure, personnel, and administration of the community-junior college.

Th., 4:30 - 6:15 (*2nd sem.*)

*Prof. Stanton*

## ED 376—COLLEGE TEACHING (3)

A study and analysis of great teachers and teaching. A number of approaches are reviewed to improve the students effectiveness as a college teacher. Each student is given an opportunity to lecture under the helpful criticism of the instructor and his peers.

Th., 4:30 - 6:15 (*1st sem.*)

*Prof. Anello*

*Summer Session, 1969.*

*Prof. Anello*

## ED 377—BASIC ISSUES IN AMERICAN HIGHER EDUCATION (3)

A close analysis of important issues in higher education as presented in selected writings.

W., 4:30 - 6:15 (*2nd sem.*)

*Staff*

ED 378—UNIVERSITY SYSTEMS AND INTERNATIONAL STUDIES  
IN EDUCATION (3)

An analysis of the university's role in international education with special reference to cultural relations, student exchange, technical assistance programs, etc. Each student will have an opportunity to study the university problems of a foreign country.

W., 4:30 - 6:15 (*2nd sem.*)

*Prof. Anello*

## ED 379—SEMINAR IN ACADEMIC ADMINISTRATION (3)

Selected issues in academic administration will be studied, e.g., faculty and student participation in academic policy making, departmental organization and operation, faculty development, students' 'academic rights.

T., 4:30 - 6:15 (*2nd sem.*)

*Prof. Donovan, S.J.*

## ED 470—SEMINAR IN CURRICULUM IN HIGHER EDUCATION (3)

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Anello

Summer Session, 1969.

Prof. Anello

## ED 471—SEMINAR IN INSTITUTIONAL RESEARCH (3)

Seminar experiences will center on the operational phase of institutional research and each seminar member will have an opportunity to select and report on a research problem.

F., 4:30 - 6:15 (1st sem.)

Prof. Fox

## ED 472—SEMINAR IN CURRENT PROBLEMS IN HIGHER EDUCATION (3)

Certain critical problems in higher education will be identified, analyzed, and discussed by seminar members.

By arrangement (1st sem.)

Prof. Donovan, S.J.

## ED 473—COLLOQUIUM: STUDENT AND CAMPUS CULTURES (3)

A study of the student and campus cultures and the diverse influences which affect the life of the student.

Prerequisite: Ed 372 and the approval of the professor.

M., 4:30 - 6:15 (2nd sem.)

Prof. M. Kinnane

## ED 474—COLLOQUIUM: COMMUNITY-JUNIOR COLLEGE (3)

In-depth study of major issues with community college specialists participating.

For advanced students only.

M., 4:30 - 6:15 (2nd sem.)

Prof. Fox

## ED 475—INTERNSHIP IN UNIVERSITY ADMINISTRATION (3)

Majors in higher education will select an educational research setting in an administrative office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of his activities.

By arrangement.

Prof. Anello

## ED 476—INTERNSHIP IN STUDENT PERSONNEL (3)

Designed for doctoral students in student personnel only. The student will intern in appropriate student personnel situations with staff supervision.

By arrangement.

Prof. M. Kinnane

## ED 477—INTERNSHIP IN COMMUNITY-JUNIOR COLLEGE (3)

For doctoral students in community-junior college only. Field experience in an appropriate two year educational institution or organization.

By arrangement.

Prof. Stanton

## ED 478—READING AND RESEARCH IN HIGHER EDUCATION (3)

A directed study of primary and secondary sources to offer the student deeper insight of materials previously studied or in which the student is deficient.

*By arrangement.*

*Staff*

SPECIAL EDUCATION AND REHABILITATION  
COURSE OFFERINGS

## ED 280A—STUDENT TEACHING IN SPECIAL CLASSES (6)

For students preparing to teach children who are emotionally disturbed, mentally retarded, mentally retarded and blind, or who have special learning disabilities. Ten weeks in a special class in the area of the student's major, preceded by special clinical and teaching aid experiences.

*By arrangement.*

*Prof. Martin & Spec. Ed. Staff*

## ED 281A—PSYCHOLOGY OF THE MENTALLY RETARDED (3)

Considers causes of mental retardation as well as methods of locating those who are mentally retarded. Attention is also given to problems of learning and adjustments as they relate to mental retardation.

W., 4:30 - 6:15 (1st sem.)

*Prof. Junkala*

## ED 282A—TEACHING MENTALLY RETARDED CHILDREN (3)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources. Emphasis is placed on the teaching of the young educable mentally retarded of the elementary school age level.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Junkala*

## ED 283A—TEACHING THE MENTALLY RETARDED ADOLESCENT (3)

Considers all phases of educating mentally retarded adolescents with emphasis on problems encountered in special classes of secondary schools. Special consideration given to work-study programs and cooperating sheltered workshops.

*Summer Session, 1969.*

*Prof. Eichorn*

## ED 284A—PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN (3)

Characteristics, educational provisions for children who deviate significantly from the norms in vision, hearing, intelligence and in social and emotional adjustment.

T., 4:30 - 6:15 (2nd sem.)

*Summer Session, 1969.*

*Prof. Crafts*

*Prof. Eichorn*



## ED 285A—ALLIED ARTS FOR TEACHERS OF HANDICAPPED CHILDREN (3)

This course is designed to enable special class teachers to develop programs in the area of allied arts based upon the economics of daily living. Emphasis will be placed on the organization and planning of instructional activities and materials suited to the needs and interests of exceptional children. Laboratory experiences included. This course is required for certification as a teacher of the mentally retarded in Massachusetts.

M., 6:30 - 8:30 (2nd sem.)

Summer Session, 1969.

Prof. McDade

Prof. McDade

ED 286A—PROVIDING FOR THE TRAINABLE MENTALLY RETARDED  
IN SCHOOL (3)

This course is concerned with curriculum content, physical facilities, and teaching procedures used for the trainable mentally retarded in school.

Summer Session, 1969.

Prof. Eichorn

## ED 287A—RELIGION FOR RETARDED CHILDREN (3)

Considers the content of programs for religious instruction for mentally retarded children. Included is a consideration of methods and materials used in teaching the content.

Summer Session, 1969.

To be announced

## ED 289A—SPECIAL LEARNING DISABILITIES (3)

Planned for experienced teachers. Will include a cross-categorical examination of functioning and dysfunctioning in factors connected with learning. Several rationales for the education of children with learning disabilities will be presented together with the educational assessment procedures, and educational programs associated with them.

Th., 4:30 - 6:15 (2nd sem.)

Summer Session, 1969.

Prof. Junkala

Prof. Junkala

## ED 381A—CURRICULA PLANNING FOR SPECIAL CLASSES (3)

Includes a study of curricula design and curricula used in the various types of special classes.

Summer Session, 1969.

Staff

## ED 382A—RESEARCH IN SPECIAL EDUCATION (3)

An analysis and evaluation of current research in the psychology and/or education of children with special learning disabilities, involving mental retardation, blindness, emotional disturbance, perceptual problems, etc. Generally the students are expected to be concerned about one area of exceptionality. Opportunity can be afforded for special projects for selected students.

By arrangement.

Staff

## ED 388A—EVALUATION AND GUIDANCE OF EXCEPTIONAL CHILDREN (3)

Considers personal, educational, and vocational guidance principles and practices as they relate to those who are handicapped.

F., 4:30 - 6:15 (2nd sem.)

To be announced

ED 480A—ADMINISTRATION AND SUPERVISION OF SPECIAL SCHOOLS  
AND SPECIAL CLASSES (3)

Considers problems confronted by administrators of Special Schools and Special Classes.

*Prerequisite: Introduction to Educational Administration.*

M., 4:30 - 6:15 (1st sem.)

*Prof. Eichorn*

ED 481A—PROJECTS IN SPECIAL EDUCATION

Open to advanced graduate students only. Credits to be determined.

*By arrangement.*

*Staff*

ED 482A—SEMINAR IN SPECIAL EDUCATION (3)

This course is designed primarily for advanced students. Specific problems in special areas relating to the education of exceptional children will be considered.

*By arrangement (both sems.)*

*Staff*

ED 483A—SUPERVISED INTERNSHIP IN SPECIAL EDUCATION (3, 3)

Planned for those concerned with administration and/or research in special education. One hundred and fifty to three hundred clock hours. Experiences are available at private and public residential and day schools as well as at state and local departments of education.

*By arrangement.*

*Staff*

ED 280B—INTERNSHIP: TEACHING HANDICAPPED CHILDREN (3, 3)

For students preparing to teach children with visual or multiple handicaps.

1. Visual Handicapped — Observation and teaching experience at the Perkins School for the Blind and in the public schools.

2. Deaf-Blind — Observations and participation at the Keller-Macy Unit, Perkins School for the Blind with some experiences in schools for the deaf and for the blind.

3. Crippling Conditions — Experiences in hospital, bedside teaching, observation in therapies, special class teaching and experiences in adapted physical education.

Opportunities include tutoring and supervision of recreational activities.

*By arrangement.*

*Prof. Martin &  
Spec. Ed. Staff*

ED 281B—THE DYNAMICS AND EDUCATION OF THE EMOTIONALLY  
DISTURBED CHILD (3)

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies.

Th., 4:30 - 6:15 (1st sem.)

*Summer Session, 1969.*

*Prof. DiMattia  
Prof. DiMattia*

## ED 282B—TEACHING THE EMOTIONALLY DISTURBED CHILD (3)

Methods and materials designed to meet the specific learning problems of emotionally disturbed children. Consideration is given to the organization and planning of learning experiences; classroom management; etc.

T., 4:30 - 6:15 (2nd sem.)

Summer Session, 1969.

Prof. DiMattia

Prof. DiMattia

## ED 280C—PRACTICUM FOR MOBILITY THERAPISTS (9)

A special four phased program limited to those enrolled in Peripatology. It provides an opportunity to learn the techniques of teaching orientation and mobility as well as providing experience in teaching these skills to the blind.

By arrangement.

Summer Session, 1969.

Peripatology Staff

## PRACTICUM I (2)

This is the introductory phase which provides the student an opportunity to learn to travel and to perform other daily routines under a blindfold.

## PRACTICUM II (2)

Earlier skills are re-enforced and then through observation, demonstration, and close supervised work, teaching materials, procedures and program planning are reviewed and evaluated.

## PRACTICUM III (2)

Under close supervision the work of the previous phase is placed into action by the student working with children and adults in schools (public and residential), rehabilitation agencies, and in the community.

## PRACTICUM IV (3)

When students have successfully completed the previous phases of the program they are assigned to "student teaching". Students teach under supervision of the cooperating agency or school as well as the faculty of the practicum section of the Peripatology Program.

## ED 281C—ORIENTATION TO WORK WITH THE BLIND (3)

A general introduction to the problem of blindness and a study of services provided to those who are blind by school and public and private agencies. Also included is a review of special state and federal laws affecting the blind as well as a study of special aids used by those who are blind.

Intersession

Summer Session, 1969.

Prof. Eichorn

Peripatology Staff



## ED 283C—DYNAMICS OF BLINDNESS AND REHABILITATION (3)

*Section I: For Peripatology Students*

Emphasizes the dynamics of blindness as related to the adventitiously blind adult. Attention is given also to the congenitally blind, both children and adults. Also included are special problems of partially sighted persons within the present definition of blindness.

*By arrangement (1st sem.)*

*Prof. Macklin*

*Section II: For Teachers of the Visually Handicapped*

Emphasis for this section is problems of learning and adjustment of visually handicapped children. Included is consideration of (means and) methods of evaluating emotionally, socially, intellectually, and educationally those with severe visual handicaps.

*M., 4:30 - 6:15 (1st sem.)*

*Prof. Davis*

## ED 284C—MEDICAL ASPECTS OF THE REHABILITATION OF THE BLIND (3)

This course is designed to introduce students to the structure and function of the eye and conditions which may cause blindness. Consideration is given to other types of disabilities which may be encountered in the rehabilitation process.

*First semester*

*Prof. Riley and Staff*

## ED 285C—THE HUMAN SENSES: THEIR NATURE AND TRAINING (3)

This course is designed to provide a working knowledge of sensory psychology, with emphasis on the functional effects of blindness and sensory reorientation following blindness; to familiarize the students with the data acquisition and processing capabilities of the sensory modalities; and to introduce some of the research and training work being done to better equip the blind person to handle the non-visual environmental sensory information.

*First semester*

*Prof. Mills*

## ED 286C—HUMAN BEHAVIOR AND SOCIAL WORK (3)

Introduces the student to a historical review of social work and social work principles. Consideration is given to the dynamics of case work and the interview as they relate to the handicapped with emphasis on blindness. Also of concern is the responsibility of the community and an understanding of community sources available to those with special needs.

*Second semester*

*Prof. Mahoney*

## ED 289C—PRINCIPLES OF REHABILITATION (3)

A study of the philosophy, the history, and basic theories of rehabilitation in relation to all major disability groups. The interaction of various community services and professional disciplines is seen through observation, guest lecturers and seminars.

*T., 4:30 - 6:15 (2nd sem.)*

*Prof. Connolly*

ED 281D—INTRODUCTION TO THE EDUCATION OF THE VISUALLY  
HANDICAPPED (3)

Provides an overview of educational services for the visually handicapped. A historical review of educational programs and problems associated with a visual handicap. Includes the evolution of educational materials for the visually handicapped.

F., 3:30 - 5:15 (1st sem.)

*Prof. Heisler*

ED 282D—TEACHING VISUALLY HANDICAPPED CHILDREN AT THE  
SECONDARY LEVEL (3)

An advanced course concerned with the special problems of educating visually handicapped children at the secondary level. Students will meet in general sessions and special sessions according to their specialty.

W., 3:30 - 5:15 (2nd sem.)

*Prof. Heisler*

ED 283D—BRAILLE READING AND WRITING (3)

A course in the reading and writing of Grade II (Literary) Braille and Mathematical Braille (Nemeth Code). Includes also special forms of braille such as foreign languages and diacritical markings.

T., 3:45 - 4:30, W., 3:00 - 4:00 (1st sem.)

*Prof. Crafts*

*Summer Session, 1969.*

*Prof. Crafts*

ED 284D—TEACHING VISUALLY HANDICAPPED CHILDREN AT THE  
ELEMENTARY LEVEL

An advanced course concerned with the special problems of educating visually handicapped children at the elementary level.

F., 3:30 - 5:15 (2nd sem.)

*Prof. Crafts*

ED 285D—VISION AND VISUAL HANDICAPS (3)

A study of the anatomy and function of the eye. Included is the use of residual vision and the educational implications of various types of eye conditions.

W., 4:30 - 6:15 (1st sem.)

*Prof. Garcia*

ED 286D—ORIENTATION AND MOBILITY FOR TEACHERS OF THE  
VISUALLY HANDICAPPED (3)

Designed to give teachers knowledge of basic techniques which help children gain skills toward becoming independent. Includes travel, self care, organization, social skills and grooming. Emphasis is given on relating the value of these skills to visually handicapped children, parents and other school personnel.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Crafts & Staff*

ED 281E—METHOD OF TEACHING LANGUAGE TO DEAF-BLIND  
CHILDREN (3)

An introduction to the various systems of teaching language to deaf children with emphasis on language development through use of the Fitzgerald Key, Wing's Symbols, and the Natural Method as used with deaf-blind children.

Th., 3:30 - 5:15 (1st sem.)

*Profs. Vivian, Johnson*

ED 282E—METHOD OF TEACHING SPEECH TO DEAF-BLIND  
CHILDREN (3)

The analytic and synthetic methods used in teaching speech to deaf children with emphasis on the formation, development and correction of elementary speech sounds, and the vibration method as used with deaf-blind children.

M., F., 1:00 - 2:00 (*1st sem.*)

*Prof. Vivian*

ED 284E—HISTORY, EDUCATION, AND GUIDANCE OF THE DEAF AND  
DEAF-BLIND (3)

History of the education of deaf and deaf-blind children. Study of psychological, educational, philosophical, social and vocational implications of deafness, deaf-blindness and related disorders; agencies serving deaf and deaf-blind children and adults.

Th., 4:30 - 6:15 (*2nd sem.*)

*Prof. Lawrence*

ED 285E—TEACHING ELEMENTARY SCHOOL SUBJECTS TO  
DEAF-BLIND CHILDREN (3)

The diagnostic evaluation of the educational and training needs of the deaf-blind child. The readiness program. The methods used in teaching reading, social studies, arithmetic, science, rhythm and auditory training to deaf-blind children. Emphasis on the methodology in pre-school and elementary grades.

M., W., F., 1:05 - 2:00 (*2nd sem.*)

*Prof. Vivian and Staff*

ED 286E—HEARING AND DEAFNESS (3)

Attributes of sound and the mechanism of hearing as they pertain to the science of audiology. Survey of the classical measurement techniques and the interpretation and implementation of the test results. Observation and practice under supervision.

*Intersession*

*Prof. Robbins*

ED 287E—SPEECH SCIENCE (ANAT. & PHYSIOLOGY OF THE SPEECH  
MECHANISM) (3)

Anatomy and physiology of the mechanisms of respiration, phonation, resonance and articulation. The functions of the nervous system in controlling oral communications. Physics of speech; psychophysiology of hearing.

T., 4:30 - 6:15 (*2nd sem.*)

*Prof. Ward*

ED 281F—INTRODUCTION TO PROBLEMS OF THE  
MULTI-HANDICAPPED (3)

A review of the most common crippling conditions and special health problems with a consideration of problems of learning and adjustment resulting from these handicaps.

*Summer Session, 1969.*

*Prof. Connolly*



ED 282F—THE PATHOPHYSIOLOGY OF PHYSICALLY HANDICAPPED  
CHILDREN (3)

A general outline of normal body function and a review of the anomalies common in children. Educational implications will be stressed.

M., 4:30 - 6:15 (1st sem.)

*Prof. Thomson*

ED 283F—PROCESS OF HABILITATION AND REHABILITATION (3)

A study of the practical limitations imposed upon children by severe physical disability along with related problems in family acceptance, psychological and social adjustment. Medical therapies, child-care services, and residential institutions examined in detail.

S., 9:30 - 11:15 (1st sem.)

*Prof. Connolly*

ED 284F—EDUCATION OF ORTHOPEDICALLY AND NEUROLOGICALLY  
IMPAIRED (3)

Reviews research and practices in the area of teaching 'crippled children in home, hospital, and residential institution. Course stresses teacher's place in the habilitation process and the importance of integration into community. Incidence, casefinding, law, intellectual and psychological assessment, methodologies, curriculum adjustments, special equipment, and architectural barriers will be considered.

S., 9:30 - 11:15 (2nd sem.)

*Prof. Connolly*

ED 500—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## DEPARTMENT OF ENGLISH (EN)

*Professors:* LEONARD R. CASPER, P. ALBERT DUHAMEL, EDWARD L. HIRSH, RICHARD E. HUGHES (*Chairman*), JOHN L. MAHONEY, JOHN J. MCALEER, MAURICE J. QUINLAN.

*Associate Professors:* PAUL C. DOHERTY, ANNE D. FERRY, JOHN W. LOOFBOUROW, JOHN F. MCCARTHY, JOHN H. RANDALL III, REV. FRANCIS X. SHEA, S.J., ANDREW VON HENDY (*Assistant Chairman*).

*Assistant Professors:* RAYMOND BIGGAR, CHARLES L. REGAN, ROBERT REITER.

## THE GRADUATE PROGRAM IN ENGLISH

The English department has courses of study leading to both the Ph.D. and the M.A. degree. Students admitted to the doctoral program in English may elect one of three programs: the *core program*, which emphasizes the historical and cultural continuity of English and American literature from the Old English to the contemporary period; the *inter-disciplinary program*, which combines scholarly disciplines (e.g., Medieval Studies, American Studies, Religion and Literature); and the *general program*, which is structured around the components of linguistics, literary criticism, and bibliography. Exact curricula will be determined by the graduate advisor and departmental committee.

Students admitted to the master's program are provided with the opportunity to become familiar with major documents of the English literary tradition, to acquire experience with the problems and techniques of research, and to develop their ability to express the results of the reading and research.

Candidates for the M.A. in English should have taken, upon completion of their studies, courses in the following areas: Old or Middle English or the History of the Language; Shakespeare; the seventeenth, eighteenth and nineteenth centuries. (In the achievement of this distribution, both upper-division electives and graduate courses may be counted.) Candidates for the M.A. in American Studies will be expected to have taken twelve hours of graduate study in such related areas as American history, political science, sociology or philosophy, with the balance of the program in American Literature. Candidates for the M.A. in Medieval Studies will be expected to have taken twelve hours of graduate study in such related areas as medieval history, philosophy, romance languages and classics, with the balance of the program in Old and Middle English language and literature. Students enrolled in the standard thesis program in either the English, American Studies or Medieval Studies program will thus take twelve hours of course study in their major, twelve in the minor, and six hours of thesis study; students enrolled in the non-thesis program (subject to the approval of the departmental chairman) will take eighteen hours of course study in their major and twelve in the minor.

Candidates for the Ph.D. in English will be responsible for the successful completion of both written and oral examinations in their particular field at the end of the third year of residency, and will be expected to have created (with the counsel of their advisor) a program of studies anticipating those examinations. The doctoral essay will be submitted in the fourth year of residency.

Students in the M.A. program are required to demonstrate reading proficiency in one modern language; students in the Ph.D. program are required to demonstrate either a reading proficiency in two modern or classical languages, or a commanding knowledge of the language and literature of one modern or classical language.

### GRADUATE ASSISTANTSHIPS AND TEACHING FELLOWSHIPS

A number of doctoral fellowships, with stipends up to \$3,000 plus remission of tuition, are available to Ph.D. candidates; assistantships, both teaching and non-teaching with stipends up to \$2,600 plus remission of tuition, are available to M.A. candidates.

### COURSES OF INSTRUCTION\*

#### EN 201—BIBLIOGRAPHY AND METHOD (3)

An introduction to the problems of literary research and to the proper approach to English studies. Prescribed for all M.A. candidates.

F., 4:30 - 6:15 (1st sem.)

*Prof. Reiter*

#### EN 202—BIBLIOGRAPHY AND METHOD (3)

A duplication of En 201.

F., 4:30 - 6:15 (2nd sem.)

*Prof. Reiter*

#### EN 211—OLD ENGLISH (3)

An introduction to Old English with initial study of the basic principles of the language, followed by readings in Bede, the *Chronicles*, Alfred, Aelfric, the lyric and heroic poem.

Th., 4:30 - 6:15 (1st sem.)

*Prof. Regan*

#### EN 212—OLD ENGLISH EPIC (3)

A selective reading in *Beowulf* and related epic fragments, with a study of texts and additional reading from analogues of earlier materials.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Regan*

#### EN 215 (115)—GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE (3)

A survey of the development of the English language from its beginnings, with an introduction to various ways of describing the structure of modern American English, and to the implications of the knowledge derived through linguistic methods.

M., W., F., 3:00 - 3:50 (1st sem.)

*Prof. Biggar*

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\*Numbers in brackets signify that the course is also open to upper-division undergraduates.



## EN 216 (116)—INTRODUCTION TO LINGUISTICS (3)

An examination of the structure of modern American English, and an introduction to the basic assumptions and various descriptive approaches of modern linguistics.

M., W., F., 3:00 - 3:50 (2nd sem.)

Prof. Biggar

## EN 217—EARLY AND FOURTEENTH CENTURY MIDDLE ENGLISH LITERATURE (3)

The literature and language of England in the 12th-14th centuries, excluding Chaucer. In Middle English.

T., 4:30 - 6:15 (1st sem.)

Prof. Biggar

## EN 223—CHAUCER I (3)

A study of Chaucer's poetry from the *Book of the Duchess* through the *Legend of Good Women*, including the *Troilus and Criseyde* and related literature.

W., 4:00 - 5:45 (1st sem.)

Prof. Hirsh

## EN 224—CHAUCER II (3)

An intensive study of the *Canterbury Tales*, with selected readings in contemporary writings and in Chaucer criticism.

*Prerequisite: Reading knowledge of Middle English.*

W., 4:00 - 5:45 (2nd sem.)

Prof. Hirsh

## EN 225 (125)—MEDIEVAL ROMANCE (3)

A consideration of the Arthurian tradition in English literature, along with related literary materials.

T., Th., 1:30 - 2:45 (1st sem.)

Prof. Regan

## EN 226 (126)—15TH CENTURY ENGLISH LITERATURE (3)

A study of the English Chaucerians, Lydgate, Hoccleve and Hawes; of the *Kingis Quair*; of the Scottish Chaucerians, Henryson, Dunbar and Douglas; of the lyric; and of Sir Thomas Malory.

T., Th., 1:30 - 2:45 (2nd sem.)

Prof. Regan

## EN 227—ENGLISH DRAMA TO 1590 (3)

A survey of English drama from its beginnings to 1590, with attention given to the Wakefield Cycle, *Everyman*, *The Spanish Tragedy*, Jonson's early comedies and the works of Marlowe. Special consideration will be given to the *Second Shepherd's Play*, *Tamburlaine*, and *Dr. Faustus*.

T., 4:30 - 6:15 (1st sem.)

Prof. Longo

## EN 231—SHAKESPEARE I (3)

A survey of current scholarly approaches to the study of Shakespeare's histories and comedies, with a detailed study of selected plays.

W., 4:00 - 5:45 (1st sem.)

Prof. Duhamel

## EN 232—SHAKESPEARE II (3)

A survey of current scholarly approaches to the study of Shakespeare's tragedies and romances, with a detailed study of selected plays.

W., 4:00 - 5:45 (2nd sem.)

Prof. Duhamel

## EN 241—MILTON I (3)

A study of Milton's poetry and selected prose from the Latin *Elegies* to the *Ready and Easy Way* (1660).

M., 4:00 - 5:45 (1st sem.)

Prof. Hirsh

## EN 242—MILTON II (3)

Milton's major works—*Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*—with a detailed study of *Paradise Lost*.

M., 4:00 - 5:45 (2nd sem.)

Prof. Hirsh

## EN 243 (143)—THE RESPONSIVE IMAGINATION (3)

A study of the poetry of George Herbert, Robert Herrick, Henry Vaughan and Andrew Marvell, with emphasis on the relationship between 17th century culture and aesthetics.

M., W., F., 3:00 - 3:50 (1st sem.)

Prof. R. Hughes

## EN 244 (144)—JOHN DONNE (3)

Readings in the complete poetry and selected prose of John Donne.

M., W., F., 3:00 - 3:50 (2nd sem.)

Prof. R. Hughes

## EN 248—JACOBEAN DRAMA (3)

A survey of the achievement of Jacobean tragedy, Jonson's mature comedies, and Shakespeare's "problem comedies." Material will include drama of Webster, Middleton, Tourneur.

T., 4:30 - 6:15 (2nd sem.)

Prof. Longo

## EN 253—AGE OF POPE (3)

Poetry and prose of the neo-classical period, with special emphasis on the satirical writings of Dryden, Pope, and Swift.

F. 4:30 - 6:15 (1st sem.)

Prof. Quinlan

## EN 254 (154)—MAJOR 18th CENTURY AUTHORS (3)

Studies in the prose and poetry of Pope, Swift, Burke, Boswell, Johnson, and others. Special attention will be given to literary and philosophical backgrounds of English neo-classicism.

M., W., F., 3:00 - 3:50 (2nd sem.)

Prof. Mahoney

## EN 255 (155)—ENGLISH FICTION I (3)

The development of English fiction from the early seventeenth century to the beginnings of the nineteenth century.

M., W., F., 10:00 - 10:50 (1st sem.)

Prof. Loofbourow

## EN 256 (156)—ENGLISH FICTION II (3)

A continuation of En 256, to the advent of modern literature.

M., W., F., 10:00 - 10:50 (2nd sem.)

Prof. Loofbourow

## EN 257 (157)—ENGLISH ROMANTICISM (3)

The development of the Romantic sensibility in the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats. The course will emphasize the phenomenon of Romanticism as the beginning of the modern tradition of literature, and will consider developments in painting and other arts.

M., W., F., 3:00 - 3:50 (*1st sem.*)

*Prof. Mahoney*

## EN 263 (163)—VICTORIAN LITERATURE I (3)

A study of the poetry of Tennyson, Browning, Arnold and Hopkins. Some consideration will be given to historical relationships, but the major emphasis will be on the close reading of individual poems.

T., Th., 3:00 - 4:15 (*1st sem.*)

*Prof. McCarthy*

## EN 264 (164)—VICTORIAN LITERATURE II (3)

A study of the evolution of the English Romantic sensibility from 1830-1900, focussing on the role of the artist in society. Relevant poetry and fiction, but with emphasis on the aesthetic and social criticism of Carlyle, Arnold, Ruskin and others.

T., Th., 3:00 - 4:15 (*2nd sem.*)

*Prof. McCarthy*

## EN 265—THE COUNTER-ROMANTICS IN AMERICAN LITERATURE (3)

Selected works of James, Twain, Howells, Adams, Fuller, Crane, Wharton, Frederic, Jewett, Eggleston, Howe and DeForest, studied as a literature of protest against the romantic tradition.

M., 4:00 - 5:45 (*1st sem.*)

*Prof. McAleer*

## EN 266—REALISM AND NATURALISM IN AMERICAN LITERATURE (3)

The evolution of modern American fiction, traced in the works of Kirkland, Garland, Norris, Dreiser, Anderson, Dos Passos, Hemingway, Steinbeck, West, Mailer, Updike, Barth, Heller and Pynchon.

M., 4:00 - 5:45 (*2nd sem.*)

*Prof. McAleer*

## EN 271 (171)—20TH CENTURY BRITISH FICTION (3)

Studies in Conrad, Ford, Lawrence, Joyce, Forster and Woolf.

T., Th., 4:30 - 5:45 (*1st sem.*)

*Prof. Von Hendy*

## EN 272 (172)—CONTEMPORARY BRITISH FICTION (3)

The novels of Beckett, Greene, Bowen, Cary, Lowry, Golding, Murdoch, Durrell, Lessing and others.

T., Th., 4:30 - 5:45 (*2nd sem.*)

*Prof. Von Hendy*

## EN 273—MODERN BRITISH POETRY I (3)

Modern poems will be studied in the context of their connections with Romantic poetry.

M., 2:00 - 3:45 (*1st sem.*)

*Prof. Ferry*

## EN 274—MODERN BRITISH POETRY II (3)

Twentieth century poetics, with emphasis given to the artistic developments of Yeats and Eliot.

M., 2:00 - 3:45 (*2nd sem.*)

*Prof. Ferry*



## EN 277—CLASSIC AMERICAN FICTION: HAWTHORNE TO JAMES (3)

Studies in Hawthorne, Melville, Mark Twain and Henry James. Psychological romance and the pre-Civil War enthusiasm for exploring man's relation to the cosmos; realism, myth-making, and post-Civil War anxiety.

Th., 4:30 - 6:15 (1st sem.)

*Prof. Randall*

## EN 278—THE AMERICAN 1890's AND 1920's (3)

A study of two decades of experimentation in form and themes. Writers will include Crane, Bierce, Dreiser, James, Kate Chopin, Dos Passos, Sherwood Anderson, and the early Faulkner.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Randall*

## EN 283—THE SOUTHERN RENAISSANCE (3)

An investigation of universal implications in "regional" literature: Faulkner, Robert Penn Warren, The Fugitive and New Critic group, James Agee, Katherine Anne Porter.

W., 4:30 - 6:15 (1st sem.)

*Prof. Casper*

## EN 284—CONTEMPORARY AMERICAN DRAMA (3)

An exploration of image and motif in the works of O'Neill, Miller, Tennessee Williams and Albee.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Casper*

## EN 291 (191)—LINGUISTICS AND LITERATURE (3)

A survey of some attempts to answer literary questions with the methods of descriptive linguistics, followed by studies of the applicability of transformational theory to four problems: prosody, oral narrative, metaphor, prose style.

T., Th., 3:00 - 4:15 (1st sem.)

*Prof. Doherty*

## EN 292 (192)—FILM AND FICTION (3)

A consideration of the techniques of fictional narrative and the cinema, with analysis of selected examples of both media.

T., Th., 3:00 - 4:15 (2nd sem.)

*Prof. Doherty*

## EN 293 (193)—FANTASY IN PRE-ROMANTIC FICTION (3)

This, and its companion course En. 294/194, will explore the creation of imaginative "worlds" in narrative literature. In Pre-Romantic fantasy, readings will be mainly from the Renaissance and the 18th century, with emphasis on Sideny, Lyly, Shakespeare and Johnson.

M., W., F., 1:00 - 1:50 (1st sem.)

*Prof. Loofbourow*

## EN 294 (194)—FANTASY IN POST-ROMANTIC FICTION (3)

A companion to En. 293/193, this course will explore the fairy tale and Gothic fantasy, with emphasis on such writers as Bronte, Tennyson, Ibsen, Tolkien and Nabokov.

M., W., F., 1:00 - 1:50 (2nd sem.)

*Prof. Loofbourow*

## EN 313—SEMINAR IN THE RENAISSANCE (3)

A detailed consideration of selected topics, including the development of the humanistic method, the domestication of the sonnet form, and the evolution of English prose style.

W., 2:00 - 4:00 (*1st sem.*)

*Prof. Duhamel*

## EN 314—SEMINAR IN LANGLAND (3)

A study of the argument and poetic techniques of William Langland's *Piers Plowman*.

T., 4:00 - 6:00 (*2nd sem.*)

*Prof. Biggar*

## EN 315—SEMINAR IN YEATS AND ELIOT (3)

An inquiry into the works of these two major modern poets as strategies for personal expression and concealment.

W., 3:00 - 5:00 (*1st sem.*)

*Prof. Shea*

## EN 411—DOCTORAL SEMINAR I (3)

An intensive study in the works of Pope and Swift, with emphasis on the scholarship pertaining to them.

M., 1:00 - 3:00 (*1st sem.*)

*Prof. Quinlan*

## EN 412—DOCTORAL SEMINAR II (3)

Studies in the artistic theory and practice of Dryden, Pope and Johnson, and in the new directions taken by Wordsworth, Coleridge and Hazlitt. The seminar will focus on the evolution of artistic theory and on the variety of critical positions, 1660-1830.

M., 1:00 - 3:00 (*2nd sem.*)

*Prof. Mahoney*

## EN 301—THESIS SEMINAR (3, 3)

*By arrangement.*

CL/EN 204 (104)—THE BEGINNINGS OF ALLEGORICAL INTERPRETATION  
IN EARLY CHRISTIAN LITERATURE (3)

Beginning with the New Testament texts which were later used to justify the allegorical method (notably *Galatians* 4.24), the utilization of allegorical interpretation by Tertullian, Origen and Augustine will be examined.

(*2nd sem*)

*Prof. O'Malley*  
(*Chairman, Classics Dept.*)

## DEPARTMENT OF GEOLOGY AND GEOPHYSICS (Ge)

*Professors:* EDWARD M. BROOKS, MOHAMED A. GHEITH (*Chairman, Dept. of Geology, Boston University*), DANIEL LINEHAN, S.J. (*Director, Weston Observatory*)\*, JAMES W. SKEHAN, S.J. (*Chairman and Associate Director, Weston Observatory*).

*Associate Professors:* EMANUEL G. BOMBOLAKIS, GEORGE D. BROWN, JR.\*\*, ARTHUR H. BROWNLOW (*Boston University*), DABNEY W. CALDWELL (*Boston University*).

*Assistant Professors:* JOHN F. DEVANE, S.J.\*, PRISCILLA P. DUDLEY, FRANCIS T. WU.

*Instructor:* LAWRENCE A. WING.

*Lecturers:* DR. ROBERT L. ANSTEY, MR. JOHN G. HOGAN, MR. RICHARD J. HOLT, MR. ARTHUR J. LATHAM, MR. VINCENT J. MURPHY, JAMES V. O'CONNOR, S.J., DR. ROBERT E. RIECKER.

\*On leave of absence 1969-70.

\*\*On sabbatical, Fall Semester, 1969.

## M.S. PROGRAM

Applicants must present satisfactory undergraduate courses in physics, mathematics, and geology. This program is designed to provide strong background in fundamental areas for students at the Master of Science Degree level, and especially for potential Ph.D. Candidates in the following categories: (1) students who transferred into geology-geophysics from other fields late in undergraduate careers and who need additional background in geology or geophysics before facing the rigors of Ph.D. work; (2) students with a strong liberal arts training who have not had an opportunity to obtain sufficient background in related sciences and mathematics; and (3) students well prepared in geology, physics, mathematics, chemistry, or biology interested in broadening their graduate work at the M.S. level before doctoral studies elsewhere. No single curriculum is prescribed. Instead, flexible course programs will be planned based upon the student's background, need, capabilities, and recommendations by previous faculty advisors. Related sciences are a fundamental part of these programs. Close involvement with independent research should also be considered an integral part of the program. A thesis may be required of those students for whom the Master's Degree is terminal.

## M.S.T. PROGRAM

Applicants must present satisfactory undergraduate courses in the physical sciences. Plans A and B are commonly for those without prior teaching experience; a 36 credit M.S.T. program of which 15 credits are in earth sciences, 15 credits in the education field, and 6 credits are for



supervised internship teaching. Plan C is for experienced teachers, a 30 credit M.S.T. program, of which at least 15 credits are in earth sciences.

The general program as described for the M.S. degree is applicable to the M.S.T. program with modifications.

In both of the above programs, the language requirement follows the Graduate School policy as described in the introductory section of this bulletin. Competence in computer programming and application to problems in geology or geophysics may be substituted for the modern language requirement. A test for such competence will be administered by the Department. Graduate Record Exam scores—verbal, quantitative, and advanced tests are required.

Teaching and research assistantships up to \$2200.00 with or without remission of tuition are available, depending on qualifications. M.S.T. Degree candidates in Plans A and B may be eligible for teaching internships in a local school system. These carry a stipend of up to \$3000.00 for which six credits are in practice teaching.

### COOPERATIVE PROGRAM WITH BOSTON UNIVERSITY

A newly instituted cooperative program with the Department of Geology of nearby Boston University has been initiated. This program will permit degree candidates at Boston College to pursue courses in the areas of economic geology, geochemistry, and hydrogeology among others. Unless other specific arrangements are made, courses offered by B.C. faculty will be given at the B.C. campus, and those offered by B.U. faculty will be given at the B.U. campus.

### COURSES OF INSTRUCTION

#### GE 203-204—GEOCHEMISTRY (3, 3)

A comprehensive study of the theory and applications of geochemistry to the problems of mineral exploration. Sampling and measurement and the interpretation of geochemical values will be considered for various environments on both regional and local scales.

*Three one-hour lectures and one two-hour laboratory period per week for two semesters.*

*Not offered in 1969-70.*

*Mr. Wing*

#### GE 205—ECONOMIC GEOLOGY (3)

Nature of economic deposits, including metallic and nonmetallic ores, coal, and oil. Analytical survey of processes of concentration and localization operating in various environments.

*This course is offered on the Boston University campus under the number CLA GL 341.*

*Time—to be announced*

*Prof. Gbeith*

## GE 208—GEOLOGY OF NEW ENGLAND (3)

This is an introduction to the major problems of development of this part of the Northern Appalachian mountain system. Criteria for recognition and interpretation of nappes, overthrusts, and mantled gneiss domes will be developed. Analysis of published data and relation to pertinent examples of geosynclinal development, volcanism, plutonism, metamorphism, and crustal evolution in other parts of the world will be emphasized.

*One two-hour lab per week to be arranged; field trips.*

T., Th., 4:00 - 5:15

*Profs. Skehan, S.J. & Dudley*

## GE 212—GLACIAL AND PLEISTOCENE GEOLOGY (3)

Interpretation of erosional and depositional features of glaciers. Survey of Pleistocene deposits of North America and Europe.

*This course is offered on the Boston University campus under the number GRS GL 712.*

*Time—to be announced*

*Prof. Caldwell*

## GE 214—ECONOMIC MINERAL DEPOSITS (3)

Origin and detailed geology of important metallic and nonmetallic mineral deposits. Methods and equipment used in exploration. Sampling and evaluation of mineral properties. Economic factors affecting the mineral industry.

*This course is offered on the Boston University campus under the number GRS GL 742.*

*Time — to be announced.*

*Prof. Gheith*

## GE 215—GEOCHEMISTRY OF ORE DEPOSITS (3)

Nature of ore-forming fluids; geothermometry and geobarometry. Study of phase equilibria in multicomponent oxide, sulfide and silicate mineral systems of economic significance.

*This course is offered on the Boston University campus under the number GRS GL 743.*

*Time—to be announced.*

*To be announced*

## GE 219—STRUCTURAL MINERALOGY (3)

Introductory crystallography: symmetry, point groups, crystal forms, lattices, and space groups. Use of X-rays for mineral identifications; crystal structures of selected group representatives with special emphasis on silicate structures.

*This course is offered on the Boston University campus under the number CLA GL 421.*

*Time—to be announced.*

*To be announced*

## GE 221—GEOMETRICAL CRYSTALLOGRAPHY (3)

Measurement, drawing, and description of crystals.

*This course is offered on the Boston University campus under the number GRS GL 721.*

*Time—to be announced.*

*Prof. Wolfe*

## GE 222—STRUCTURAL CRYSTALLOGRAPHY (3)

Theory of X-ray diffraction in crystal. Laboratory in applied techniques of X-ray investigation of crystals, including powder, oscillation, and Laue and Weissenberg procedures.

*This course is offered on the Boston University campus under the number of GRS GL 722.*

*Time—to be announced.*

*Prof. Wolfe*

## GE 223—ELASTIC WAVE THEORY I (3)

Stress and strain in an elastic solid; body waves; reflection and refraction of seismic waves; surface waves and dispersion.

*To be arranged.*

*To be announced*

## GE 224—ELASTIC WAVE THEORY II (3)

Lamb's problem; point and line sources; free oscillations of the earth.

*To be arranged.*

*To be announced*

## GE 225—COMPUTER TECHNIQUES IN SIGNAL PROCESSING I (3)

This study will include examination of Cooley-Tukey transforms, correlation functions, power spectra, coherencies, confidence limits and statistical estimation, and prediction operators.

*To be arranged.*

*Mr. Hogan*

## GE 226—COMPUTER TECHNIQUES IN SIGNAL PROCESSING II (3)

A continuation of Ge 225, subject matter will include: deconvolution, shaping and spiking filters, detection and extraction of signals in noise, enhancement and prediction of signals in noise, and multi-channel data processing.

*To be arranged.*

*Mr. Hogan*

## GE 227—PHYSICS OF THE SOLID EARTH (3)

Methods of observation and interpretation of geophysical phenomena. Topics include age determination, heat flow, gravity, electric and magnetic fields, seismology, geodesy, and interior of the earth. Some of the recent results of research in these subjects will be discussed.

*T., Th., 4:00 - 5:15, laboratory to be arranged*

*Prof. Wu*

## GE 228—SEISMOLOGY (3)

A study of the causes and effects of earthquakes, seismicity of the earth as related to global tectonics. Seismic instrumentation; seismic rays and seismic waves; magnitude and intensities; travel times; focal mechanisms. Ray theory and seismic velocity in the interior of the earth.

*T., Th., 4:00 - 5:15, laboratory to be arranged*

*Prof. Wu*

## GE 232—APPLICATION OF GEOPHYSICAL METHODS (3)

The seismic, gravimetric and electrical techniques are explained and their application to the study of subsurface topography demonstrated.

*To be arranged.*

*Mr. Holt & Mr. Murphy*



## GE 233-234—GEOCHEMISTRY (3, 3)

Geochemical significance of chemical properties of the elements. Use and limitations of radioactive nuclides in the measurement of geologic time. Chemical aspects of igneous, sedimentary, and metamorphic processes and systems. Construction of geochemical diagrams.

*This course is offered on the Boston University campus under the number CLA GL 471-472.*

*Time—to be announced.*

*Prof. Brownlow*

## GE 236—OCEANOGRAPHY (3)

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered with particular emphasis on the Gulf Stream.

M., W., 4:00 - 5:15

*Prof. Brooks*

## GE 238—METEOROLOGY (3)

The application of physical laws of thermal radiation, statistics, and dynamics to the atmosphere. Analysis and forecasting of weather in terms of general circulation on an hemispheric scale.

*Not offered in 1969-70.*

*Prof. Brooks*

## GE 241—GEOMORPHOLOGY (3)

A systematic study of landforms and processes involved in their origin and development. Special reference will be made to North America. Laboratory study will include analysis of topographic and geologic maps, and aerial photographs. Field measurements will be made of landforms in the Boston area.

*One two-hour lab per week to be arranged; field trips.*

T., Th., 4:00 - 5:15

*Dr. Anstey*

## GE 243—SEDIMENTATION (3)

A study of the concepts of sedimentological processes involving solid and soluble materials in a fluid or gaseous medium. Qualitative and quantitative analyses of these unconsolidated and consolidated sediments will be made. Sources of materials, methods and manner of transport, and depositional conditions and environments will be discussed.

*One two-hour laboratory period per week; field trips.*

M., W., F., 10:00 - 11:00

*Prof. Brown*

## GE 245-246—REGIONAL GEOLOGY AND TECTONIC PRINCIPLES (3, 3)

This systematic and regionally-oriented study of major mountain systems of the world will be chiefly concerned with an attempt to evolve tectonic principles governing the cycle of mountain building. Characteristic patterns of volcanism, plutonism, metamorphism and structural evolution of geosynclines will be emphasized. Field project.

*To be arranged.*

*Profs. Skehan, S.J. & Dudley*

## GE 247—INTRODUCTION TO PALEONTOLOGY (3)

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

*Not offered in 1969-70.*

*Prof. Brown*

## GE 248—MICROPALAEONTOLOGY (3)

An introduction to the study of the very small but very important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms.

*Not offered in 1969-70.*

*Prof. Brown*

## GE 251-252—EARTH SCIENCE (3, 3)

This course is designed to prepare the prospective earth science teacher in the range of subject matter encompassed in the new Earth Science Curriculum Project Program.

T., 7:00 - 9:15

*Mr. Latham*

## GE 254—PHASE EQUILIBRIA IN MINERAL SYSTEMS (3)

Study of heterogeneous equilibrium. Graphical and mathematical representation and interpretation of phase relationships in selected systems. Application of phase studies to solution of geochemical problems.

*This course is offered on the Boston University campus under the number GRS GL 774.*

*Time—to be announced.*

*Prof. Gheith*

## GE 258—INTRODUCTION TO PETROLOGY (3)

Introduction to the principles of phase equilibria. Discussion of the origin and evolution of igneous and metamorphic rocks in the light of experimental and petrographic evidence.

*Not offered in 1969-70.*

*Prof. Dudley*

## GE 261-262—THEORETICAL STRUCTURAL GEOLOGY I AND II (3, 3)

The brittle and ductile behavior of rocks will be analyzed during treatment of the following: Mohr representation of stress and strain, failure criteria, plasticity theory, pore pressure, and frictional coupling of rock masses. Geologic problems to be considered will include analysis of dike and sill formation, gravitational sliding and thrust faulting, the determination of current tectonic stresses at shallow depths in the earth, and the prediction of earthquakes.

T., Th., 9:00 - 10:15, *lab period to be arranged.*

*Prof. Bombolakis*

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GE 263-264—ROCK MECHANICS I AND II (3, 3)

A continuation of topics treated in Ge 261-262 Theoretical Structural Geology. The course will include a study of stress functions and their application to prediction of stress and strain gradients in large rock masses, with the purpose of predicting locales of deformation. Theoretical analysis will be coordinated with photoelastic and rock model studies.

*Not offered in 1969-70.*

*Prof. Bombolakis*

GE 295-296—RESEARCH IN GEOLOGY (3, 3)

A study of some problem or area of knowledge in geology.

*THE DEPARTMENT*

GE 297-298—RESEARCH IN GEOPHYSICS (3, 3)

A study of some problem or area of knowledge in geophysics.

*THE DEPARTMENT*

GE 305—THESIS DIRECTION (2)

A two-point non-credit course.

*THE DEPARTMENT*



## GERMANIC STUDIES (Gm)

*Professors:* HEINZ BLUHM (*Chairman*), JOSEPH SZOVÉRFY  
(*Director of Graduate Studies*)

*Assistant Professors:* GERT E. BRUHN, ROBERT J. CAHILL, CHRISTOPH W. EYKMAN, VALDA D. MELNGAILIS.

## GRADUATE PROGRAM IN GERMANIC STUDIES

The Department of Germanic Studies offers Master of Arts, Master of Arts in Teaching and Doctor of Philosophy programs in Germanic languages. Offerings and degree requirements have been organized to provide candidates with a solid grasp of their general field of interest, as a foundation for doctoral research work, or in preparation for teaching in secondary schools.

Courses of interdepartmental interest, *given in English*, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields. They may be counted by degree candidates in German toward fulfillment of their course requirements with the permission of the Director of Graduate Studies, once these candidates have covered their chosen field.

Courses of this type are preceded by an asterisk in the departmental listing.

## PREREQUISITES FOR ADMISSION

Students applying for admission to graduate degree programs in Germanic Studies must ordinarily satisfy the following prerequisites:

- 1) They must have achieved a general coverage of their major literature at the undergraduate levels. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfy this requirement.
- 2) At least two period or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.
- 3) Candidates must have acquired an active command of the German language.

Applicants with deficiencies in any of these prerequisites, but with good potentialities for graduate study, may be admitted conditionally, with the understanding that these deficiencies will be eliminated before they are considered degree candidates in full standing.

## THE MASTER OF ARTS DEGREE

Candidates for the M.A. in Germanic Studies must normally earn a minimum of thirty credits in courses distributed over the major periods of German literature. At least half of these credits must be earned in courses

open to graduates only i.e. those numbered 200 and over. In addition, students are expected to acquire first-hand knowledge of the literary works included in the departmental reading list, designed to fill whatever gaps may remain in the general coverage of their field.

### THE MASTER OF ARTS IN TEACHING

Candidates for the M.A.T. in Germanic Studies must earn at least fifteen credits in German language and literature. Their program should always include courses in Advanced Composition and Stylistics. In addition, they are expected to familiarize themselves with those works in the departmental reading list which are designated as required for all degree candidates.

#### *Comprehensive Oral Examination*

Upon completion of these course requirements, an M.A. or M.A.T. candidate must pass a comprehensive oral examination, of not more than one hour's duration, to demonstrate mastery of his field in the following respects:

- 1) Comprehensive knowledge of German literature. The examination is focused upon the candidate's course record, with questioning of a more general nature based upon the departmental reading list.
- 2) Fluency in the use of his major language. The examination is conducted in German to determine the candidate's proficiency.
- 3) A general knowledge of the history of the language.

### THE MASTER OF ARTS THESIS

A candidate for the M.A. whose course background is considered adequate and who gives positive indications of ability to produce original meaningful research work, may be authorized to offer a thesis in lieu of six course credits. This permission is granted by the Director of Graduate Studies, upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who would be involved in the direction of the thesis.

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other requirements. However, they are expected to demonstrate their ability to do individual work at the graduate level in seminars and term papers.

### THE DOCTOR OF PHILOSOPHY PROGRAM

The Department of Germanic Studies offers a Ph.D. program in three areas of concentration:

- I. German Literature
- II. Germanic Philology
- III. Medieval Studies (to 1550) with special emphasis on German and Latin Literature.

## SPECIAL REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN GERMANIC STUDIES

The general requirements are stated in the introductory section of this bulletin. The special requirements in Germanic language and literatures are as follows:

### *Preliminaries*

To be admitted to graduate work leading to the degree of Doctor of Philosophy in this department the student must

- a) have the ability to read difficult German, a fair facility in writing and speaking German, and a general acquaintance with German Literature and German history.
- b) must normally have a reading knowledge of French and Latin (either language can be replaced by another with special permission) tested by taking qualifying examinations given by the Director of Graduate Studies. These examinations should normally be taken during the first year of studies in the department.

### *Courses*

Students are required to take a minimum of eight year courses or their equivalent for credit, plus a sufficient number of thesis seminars. Additional courses may be audited. Students may concentrate in the area of either German literature or Germanic philology and mediaeval studies. Those concentrating in one of these areas must take two year courses or the equivalent in the other area. The course announcement below indicates the distinction between the three fields of study.

*German literature* covers the period from 1150 to the present. Students are expected to pursue a balanced program and will have to show adequate knowledge of the whole field at the doctoral examination.

*German philology* and medieval literature comprise Germanic linguistics, Old Germanic literature and civilization, medieval German literature. Students majoring in this area concentrate normally on either the medieval German or the Old Germanic field. Every student working for a Ph.D. degree in German literature must take at least one semester course on the history of the German language and one semester course covering the chief problems of Germanic philology. Students working for the Ph.D. degree in Germanic philology must pay special attention to Gothic and Old High German in addition to basic knowledge of another Germanic language (Dutch, Danish, Swedish, Norwegian, Icelandic).

### *Medieval Literature (German and Latin)*

Prerequisites and requirements:

- 1) Applicants should have an appropriate command of the language they will study and a course background in at least one medieval literature.
- 2) General coverage of the major literature should be completed by the third semester of graduate study.
- 3) A reading knowledge of medieval Latin and German is required and a qualifying examination must be taken early in the program.



Doctoral candidates specializing in the general area of medieval literature must develop competence in the following areas:

- 1) History of two medieval literatures. (German and Latin.)
- 2) History of the two major languages.
- 3) History of the medieval and Renaissance culture.

The subject of the dissertation will deal with a problem in medieval or Renaissance literature.

One year course outside the department may be taken for credit; all students may audit courses in other departments with the permission of the Director of Graduate Studies and the course instructor.

Students studying for the Ph.D. degree in medieval literature should pay equal attention to medieval German and medieval Latin literature as well as to palaeography. They should discuss their individual course requirements in both languages with the Director of Graduate Studies. A special reading list is available for students studying under this program which will include major medieval German and Latin authors and poets.

#### *Examination and the Dissertation*

It is expected that students pass a general oral examination not later than April 15 of their third year of study and that they submit a brief bulletin of the dissertation not later than June 1 of the same year. The department may ask the candidate to defend his dissertation upon completion.

For details concerning format and submission of the dissertation, consult General Information: "Requirements for the Ph.D. Degree".

#### *Transfer Credit*

Students requesting advanced standing for graduate work done elsewhere will be expected to accelerate their program in direct proportion to the transfer credits granted.

### FINANCIAL ASSISTANCE

N.D.E.A. Fellowships: (Title IV)—\$2,000 - \$2,200 - \$2,400 plus usual allowances for Summer Study and dependents.

University Fellowships: A \$2,500 award to an unusually promising applicant without any obligations on his part of service to the University.

Teaching Fellowships: Stipends range from \$2,400 to \$3,000, plus full remission of tuition during the academic year and the summer session. Fellows are responsible for six hours of teaching in the undergraduate colleges.

Graduate Assistantships: Stipends are \$2,000 plus full remission of tuition. Graduate students are expected to provide research and clerical assistance, or student guidance in the language laboratory, on an average of twelve hours per week.

Appointments are competitive; they are based upon the candidates' background and experience. In the case of Teaching Fellows, a personal interview is desirable.

### GERMAN (Gm)

#### GM 143-144—GOETHE'S WORKS EXCEPT FAUST (3, 3)

Reading and discussion of Goethe's major works. Outline of his literary development. His relationship with Schiller, to contemporary writers and to the German Romantic School. *Conducted in German.*

*Offered: 1971-1972*

*Prof. Bluhm*

#### GM 145—FAUST I (3)

A careful study of the first part of Goethe's masterpiece. The Faust theme in world literature. The intellectual background of the age of Goethe. *Conducted in German.*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Bluhm*

#### GM 153-154—THE GERMAN NOVELLE (3, 3)

A critical study of the evolution and development of the *Novelle* as an independent genre from its inception with Goethe, through the 19th century with Brentano, Storm, Meyer, and including the modern period with Kafka, Thomas Mann, Dürrenmatt. *Conducted in German.*

T., Th., 3:00 - 4:15 (both sems.)

*Prof. Cahill*

#### GM 155-156—GERMAN LYRIC POETRY OF THE NINETEENTH CENTURY (3, 3)

A careful reading and discussion of the poetry of Heine, Möricke, Hebbel, Keller, C.F. Meyer, Droste-Hülshoff. *Conducted in German.*

*Offered: 1972-1973*

*Prof. Bruhn*

#### GM 162—GERMAN NATURALISM (3)

Origins, aims and achievements of the Naturalist school in Germany and its significance in the evolution of modern German literature, notably the drama. Discussion of the intellectual, social, and literary background of this European movement. Reading and analysis of narrative prose, drama, and theoretical writings of such authors as Halbe, Holz, Schlaf, Sudermann, and especially Gerhart Hauptmann. *Conducted in German.*

M., W., 3:00-4:15 (2nd sem.)

*Prof. Bruhn*

#### GM 171-172—THOMAS MANN (3, 3)

A study of the development of Mann's craft of fiction and his contribution to the modern German novel through a close analysis of his major works. Readings include both novels, such as *Buddenbrooks*, *Der Louderberg*, *Felix Krull*, *Lotte in Weimar*, and *Doktor Faustus*, and also Novellen, such as *Tonio Kröger*, *Der Tod in Venedig*, and *Mario und der Zauberer*. *Conducted in German.*

M., W., 1:00 - 2:15 (both sems.)

*Prof. Bruhn*

## GM 175-176—CULTURAL BACKGROUND OF GERMAN LITERATURE (3, 3)

The cultural and artistic achievement of German-speaking Europe, from the Middle Ages to the present. Their relation to the major movements in German literature. *Conducted in English.*

M., W., 3:00 - 4:15 (*both sems.*)

*Prof. Melngailis*

## GM 181—ADVANCED COMPOSITION (3)

This course is designed to develop the student's ability to express himself with precision and ease both in written and spoken German. Exercises in speaking and writing as well as a critical reading of selected material will focus on difficult grammatical problems, idiomatic usage, and vocabulary building. *Conducted in German.*

M., W., F., 9:00 - 9:50 (*1st sem.*)

*Prof. Bruhn*

## GM 182—ADVANCED COMPOSITION (3)

Continuation of GM 181. Aiming toward an increasing awareness of stylistic aspects of the German language. Further development of variety, flexibility and ease in written and oral expression. *Conducted in German.*

M., W., F., 10:00 - 10:50 (*2nd sem.*)

*Prof. Eykman*

## GM 201—INTRODUCTION TO GERMANIC PHILOLOGY (3)

The Indo-European parent language. Phonetic changes in Germanic. The first 'Sound-Shift'. The development of the vowels and semi-vowels. The declension system. Strong and weak verbs. Word formation. Syntax. Characteristic changes in West and North Germanic. The second 'Sound-Shift'. German dialects. Name formation from the Old High German period onwards. The German writing. German folklore. History of Germanic Philology. *Conducted in German.*

*Offered: 1970-1971*

*Prof. Szövérfy*

## GM 205—GOTHIC (3)

The place of Gothic in the development of the Germanic languages. The history of the Goths. Written monuments of the Gothic language. Gothic grammar (nouns, verbs, etc.). Translation of Gothic texts. *Conducted in German.*

W., 4:30 - 6:15 (*1st sem.*)

*Sister Regina Marie Koch*

## GM 206—OLD HIGH GERMAN AND OLD SAXON (3)

The division of the German language in the Old High German period. The history of Old High German and Old Saxon literature in Germany. Old High German grammar: the nouns, the verbal system, adjectives, etc. Syntactical peculiarities. Translation of Old High German and Old Saxon texts. *Conducted in German.*

Th., 4:30 - 6:15 (*2nd sem.*)

*Sister Regina Marie Koch*



## GM 210—HISTORY OF THE GERMAN LANGUAGE (3)

Major stages of its development (the Germanic Period, Old High German, Middle High German, Early New High German, and New High German). The influence of courtly culture, Humanism, the Reformation, Baroque society, Pietism, Enlightenment, Classicism, and the Romantic School on German language and style. Literary and linguistic problems. *Conducted in German.*

M., 4:30 - 6:15 (2nd sem.)

Prof. Szövérfy

## GM 215—COURTLY EPIC IN THE MIDDLE HIGH GERMAN PERIOD (3)

Reading and discussion of courtly authors such as Heinrich von Veldeke, Hartman von Aue, Wolfram von Eschenbach et al. French models will be studied and stylistic differences analyzed. *Conducted in German.*

Offered: 1970-1971

Prof. Szövérfy

## GM 217—LYRIC POETRY OF THE MIDDLE AGES (3)

A systematic study of the German Minnesang between 1150 and 1230. Reading of major authors from von Kürenberg to Walther von der Vogelweide. *Conducted in German.*

Offered: 1970-1971

Prof. Szövérfy

## GM 219—WALTHER VON DER VOGELWEIDE AND LATER MINNESANG (3)

Reading and discussion of Walther's lyric poetry (*Minnelieder*, *Sprüche*, Crusader and religious songs). Minnesang after Walther and Neidhart von Reuenthal in the 13th century. *Conducted in German.*

Offered: 1971-1972

Prof. Szövérfy

## GM 220—THE NIBELUNGENLIED (3)

A close study of the text, its literary and philological problems. Possible origins and development of the early stages to the ältere Nibelungennot. Influence of courtly culture. *Conducted in German.*

Offered: 1971-1972

Prof. Szövérfy

## GM 222—PARZIVAL (3)

A close study of literary, philological and historical problems related to Parzival by Wolfram von Eschenbach. *Conducted in German.*

Offered: 1972-1973

Prof. Szövérfy

## GM 224—THE LATER MIDDLE AGES (3)

German literature from the thirteenth century to Humanism. Decline of *Minnesang* from *Neidhart von Reuenthal* to *Oswald von Wolkenstein*. The *Meistergesang*. The development of the epic in the thirteenth century. German prose narratives in the later Middle Ages. Early forms of the *Volksbuch*. Changes in the intellectual climate. Foreign influences. Centers of culture and learning. *Conducted in German.*

W., 4:30-6:15 (2nd sem.)

Prof. Szövérfy

## GM 225-226—HUMANISM AND REFORMATION (3, 3)

Close reading of *Ackermann aus Böhmen*, Sebastian Brant's *Narrenschiff*, and Martin Luther's chief writing. *Conducted in German.*

*Offered: 1972-1973*

*Prof. Bluhm*

## GM 227—THE LITERARY ACHIEVEMENT OF MARTIN LUTHER (3)

A detailed study of Luther's German Bible in its relation to the pre-Lutheran vernacular Bibles as well as a close study of the major hymns and selected writings from all periods of Luther's literary activity.

*Conducted in German.*

*Offered: 1970-1971*

*Prof. Bluhm*

## GM 235—GERMAN BAROQUE LYRICS (3)

A chronological study of major poets: Opitz, Spee, Weckherlin, Logau, Dach, Gerhardt, Flemming, Gryphius, Klaj, Rist, Hofmann von Hofmannswaldau, Scheffler, Harsdörfer, Zesen, Kuhlmann, Günther. Close reading of poems, religious and secular lyrics. Discussion of major themes, and analysis of forms. *Conducted in German.*

*Offered: 1972-1973*

*Prof. Szövérfy*

## GM 236—GERMAN BAROQUE THEATRE (3)

A study of major writers and their tragedies and comedies. (Gryphius, Lohenstein, etc.) The Welt-Theater tradition at the Imperial Court and in Germany. Opera and theater. *Conducted in German.*

*Offered: 1973-1974*

*Prof. Szövérfy*

## GM 237—GERMAN BAROQUE NOVEL AND PROSE NARRATIVE (3)

Works by the 17th century German writers: J. M. Moscherosch, J. J. Christ. von Grimmelshausen (*Simplicissimus*, *Courasche*, *Das wunder-barliche Vogelneſt*), Christian Reuter (*Schelmuffsky*). Picaresque romance and satire. The heroic novel: Philipp von Zesen (*Die adria-tische Rosemund*, etc.) Translations. *Conducted in German.*

*Offered: 1973-1974*

*Prof. Szövérfy*

## GM 245—FAUST I (3)

A careful study of the first part of Goethe's masterpiece. The Faust theme in world literature. The intellectual background of the age of Goethe. *Conducted in German.*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Bluhm*

## GM 247-248—FAUST II (3, 3)

A careful study of the second part of Goethe's masterpiece. The intellectual climate out of which it grew. General aspects of Goethe's last years. *Conducted in German.*

*Offered: 1970-1971*

*Prof. Bluhm*

## GM 249-250—THE WORKS OF SCHILLER (3, 3)

Schiller's place in German literature; his idealism and influence on German thought. Reading and discussion of his dramas, *Die Räuber*, *Die Jungfrau von Orleans*, *Wilhelm Tell*, etc.; his theoretical and aesthetic writings. *Conducted in German.*

*Offered: 1972-1973*

*Prof. Bluhm*

## GM 251—SCHILLER'S AESTHETIC WRITINGS (3)

A detailed analysis of Schiller's *Briefe über die ästhetische Erziehung des Menschen* and their background. The significance of Schiller's ideas for a general philosophy of culture. Attention will also be paid to Schiller's relevant philosophical poems. *Conducted in German.*

T., 4:30 - 6:15 (1st sem.)

*Prof. Bluhm*

## GM 252—GERMAN ROMANTICISM (3)

Wackenroder, Tieck, Fr. and A. W. Schlegel, Novalis, Jena and Heidelberg Romanticists. Brentano, A. von Arnim, Jos. Görres, the Grimm Brothers, Fouqué. Chamisso, Eichendorff, Romantic narrative and poetry. E.T.A. Hoffman. Music and art. Transition to Jung Deutschland. *Conducted in German.*

*Offered: 1973-1974*

*Prof. Szövérfy*

## GM 253-254—THE GERMAN BILDUNGSROMAN (3, 3)

A careful reading and discussion of Wieland's *Agathon*, Goethe's *Wilhelm Meister*, Keller's *Der grüne Heinrich*, Stifter's *Der Nachsommer*, Thomas Mann's *Der Zauberberg*, Hesse's *Das Glasperlenspiel*. These major novels will be examined against the general intellectual history of the eighteenth, nineteenth and twentieth centuries. *Conducted in German.*

*Offered: 1974-1975*

*Prof. Bluhm*

## GM 265—THE DRAMA OF GERMAN IMPRESSIONISM AND EXPRESSIONISM (3)

A close study of structure and theme in selected plays by Arthur Schnitzler and Hugo von Hofmannsthal, as well as the Expressionists (Reinhard Johannes Sorge, Reinhard Goering, Georg Kaiser, Ernst Toller, Ernst Barlach, Ludwig Rubiner, Walter Hasenclever). *Conducted in German.*

M., 4:30 - 6:15 (1st sem.)

*Prof. Eykman*

## GM 266—CONTEMPORARY GERMAN DRAMA (3)

A study of selected plays by Bertold Brecht, Max Frisch, Friedrich Dürrenmatt, Rolf Hochhuth, and Peter Weiss. *Conducted in German.*

*Offered: 1970-1971*

*Prof. Eykman*

## GM 271-272—SOCIAL PROBLEMS IN THE POST-WAR GERMAN NOVEL (3, 3)

A thorough analysis of selected German novels which reflect the intellectual and social situation of post-war Germany. Heinrich Böll, Günter Grass, Gerd Gaiser, Uwe Johnson, Martin Walser. *Conducted in German.*

F., 4:30-6:15 (both sems.)

*Prof. Eykman*



GM 274-275—GERMAN LYRIC POETRY OF THE TWENTIETH CENTURY  
(3, 3)

A close study of George, Rilke, Hofmannsthal, the Expressionists; poetry after the Second World War. *Conducted in German.*

*Offered: 1972-1973*

*Prof. Eykman*

GM 299—READING AND RESEARCH (3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman, upon advice of the thesis director.

*By arrangement*

*THE DEPARTMENT*

GM 301—THESIS SEMINAR (3, 3)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

*By arrangement*

*THE DEPARTMENT*

GM 310—BIBLIOGRAPHY AND METHODS OF LITERARY RESEARCH (3)

Introduction to the techniques of bibliography and scholarly research in the field of German literature. Theory of the literary genres. Problems of interpretation. Selected reading of texts by outstanding German scholars. Practical exercises. *Conducted in German.*

*By arrangement*

*Prof. Eykman*

\*GM 331—INTRODUCTION TO MEDIEVAL LATIN LITERATURE  
IN GERMANY (3)

Latin in the barbarian kingdoms. Merovingian and Carolingian literature. The Ottos. The eleventh century development. Twelfth century poetry. Thirteenth century Latin thought and the universities. The Latin chronicles. Mysticism. The later Middle Ages to Humanism. *Conducted in English.*

*Offered: 1971-1972*

*Prof. Szövérfy*

\*GM 332—MEDIEVAL LATIN LYRICS (3)

Hymns and religious poetry in transition from Antiquity to the Middle Ages. Venantius Fortunatus. Carolingian courtly poetry Ottonian poems and the sequence. The beginnings of the love lyrics. Carmina Cantabrigiensia. Satire in the eleventh century. The regular sequence. Goliardic poetry. The Carmina Burana. Theological hymnody in the later Middle Ages. Lyrics of the Mystics. *Conducted in English.*

*Offered: 1971-1972*

*Prof. Szövérfy*

\*GM 341—THE TWELFTH-CENTURY RENAISSANCE (3)

The genesis of the Twelfth Century Renaissance. The Loire Circle. Abelard and Bernard of Clairvaux. The ramifications of the literary forms. Prose and poetry. Allegory and typology in religious poetry. The beginnings of mysticism. Secular elements in the culture of the age. *Conducted in English.*

*By arrangement*

*Prof. Szövérfy*

\*GM 342—LATIN WRITINGS OF THE FIFTEENTH AND SIXTEENTH CENTURIES: HUMANISM AND THE REFORMATION (3)

Readings in leading German Humanists. Areas of agreement and conflict with the chief Reformers. *Conducted in English.*

*Offered: 1972-1973*

*Prof. Bluhm*

\*GM 371—STUDIES IN THE LATIN WRITINGS OF ERASMUS AND YOUNG LUTHER (3)

Selected works of Erasmus, especially his new translation of the New Testament from Greek into Latin. Luther's early university lectures and their relationship to the achievement of Erasmus. *Conducted in English.*

*Offered: 1973-1974*

*Prof. Bluhm*

\*GM 372—THE LATIN "SPATWERK" OF MARTIN LUTHER (3)

Close reading and discussion of Luther's final lectures at the University of Wittenberg. Their relationship to ancient, medieval and Renaissance thought. *Conducted in English.*

*Offered: 1971-1972*

*Prof. Bluhm*

\*GM 413—THE ARTHURIAN LEGEND IN MEDIEVAL EUROPE (3)

Origins of the Arthurian traditions and their appearance in English, French and German literature. Comparative study of Arthurian romances: stylistic analysis, development of themes. Arthurian tradition and the Holy Grail. *Conducted in English.*

*Offered: 1972-1973*

*Prof. Szövérfy*

\*GM 415-416—EUROPEAN LYRIC POETRY IN THE MIDDLE AGES (3, 3)

A critical study of literary phenomena from the courtly period to the age of Humanism. Goliardic poetry; the *Artes Poeticae*, and Precepts of Rhetoric in the twelfth and thirteenth centuries. The beginning of vernacular lyrics: troubadours, trouveres, and Minnesänger, Christian and Moslem love as lyric themes in the Iberian Peninsula. Courtly poetry in Italy: the Sicilian school; Bologna and Florence at the turn of the thirteenth century. Meistersinger and rhetoricians. Early humanists as harbingers of the Renaissance. *Conducted in English.*

*Offered: 1973-1974*

*Prof. Szövérfy*

\*GM 419-420—MEDIEVAL NARRATIVE (PROSE) FROM 1100 (3, 3)

A study of the significance and development of medieval Narrative from Petrus Alfonsi to the end of the Middle Ages. Latin story books, narrative collections. Oriental influence on medieval pulpit. The fabliaux and stories of middle class in France. German courtly "Novelle". Italian development in the fourteenth century. The spread of early Humanist narrative and entertaining literature in Europe. Medieval narrative in later collections and folklore. *Conducted in English.*

*Offered: 1974-1975*

*Prof. Szövérfy*

\*GM 431-432—THE INTELLECTUAL ACHIEVEMENT OF MARTIN LUTHER  
(3, 3)

The late medieval scene. The Reformation breakthrough. The intellectual world of Martin Luther. *Conducted in English.*

*Offered: 1973-1974*

*Prof. Bluhm*

\*GM 455-456—STUDIES IN NIETZSCHE (3, 3)

Critical analysis of Nietzsche as a writer; interpretation of his major works. *Conducted in English.*

*Offered: 1972-1973*

*Prof. Bluhm*

\*GM 465-466—SELF AND SOCIETY IN THE 20TH CENTURY GERMAN  
NOVEL (IN TRANSLATION) (3, 3)

Existential and social problems as reflected in novels by Franz Kafka, Thomas Mann, Hermann Broch, Heinrich Böll, Günter Grass, and Uwe Johnson. *Conducted in English.*

*Offered: 1972-1973*

*Prof. Eykman*

\*GM 490—CULTURAL AND SOCIAL IMPACT OF LANGUAGE MINORITIES IN  
EUROPE (3)

The origin of language minorities in Western and Eastern European countries; their influence on European development in culture, literature, social development, economic aspects of their activities, their impact on national and international policies. Study of documents, statistics, propaganda material and linguistic evidence. *Conducted in English.*

T., 4:30 - 6:15 (2nd sem.)

*Prof. Szövérfy*

GM 510—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

THE DEPARTMENT



## DEPARTMENT OF HISTORY (Hs)

*Professor:* THOMAS H. O'CONNOR *Chairman*

*Associate Professors:* JOHN R. BETTS, ANDREW BUNI, JOSEPH T. CRISCENTI\*, WILLIAM M. DALY, REV. PAUL A. FITZGERALD, S.J., RADU R. FLORESCU, RAYMOND T. McNALLY\*\*, SAMUEL J. MILLER, THOMAS W. PERRY, HERMANN E. SCHUSSLER, ALLEN M. WAKSTEIN, REV. JOHN R. WILLIS, S.J., SILAS WU.

*Assistant Professors:* SISTER GRACE DONOVAN, S.U.S.C., JOHN L. HEINEMAN, DANIEL HIRSHFIELD, REV. LEONARD P. MAHONEY, S.J.

*Lecturer:* RT. REV. J. JOSEPH RYAN.

\*On leave of absence, 1969-1970.

\*\*On leave of absence, fall semester, 1969.

The department offers programs leading to both the M.A. and the Ph.D. in History.

Candidates for the M.A. in History must earn thirty graduate credits. They may enroll in either the M.A. program without a thesis or the M.A. program with the thesis. The department will usually encourage its abler students, particularly those whose ultimate objective is the Ph.D., to write a thesis. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the thesis, and once permission has been granted, will not normally commence formal work on the thesis until they have passed their comprehensive examinations.

All candidates for the M.A. in History must enroll in History 201 — Introduction to Historical Method, and must select a major and a minor field of study. (For the purpose of these regulations, Russian History, English History, and Far Eastern History are regarded as subdivisions of or fields associated with European History, and Latin American History as a subdivision of American History.) With the special permission of the Graduate Committee of the department, a candidate may earn as much as six graduate credits in Classics, Economics, English, Political Science, Sociology, or other related field. Graduate credits earned in a related field will be included in the distribution requirement for a major.

Candidates for the M.A. without a thesis must earn eighteen hours of graduate study in a major field and twelve hours in a minor field. This distribution will include a seminar in the major field and a substantial paper in a graduate lecture course in the minor field. The comprehensive examination will normally be taken after the completion of thirty graduate credits. Candidates for the M.A. with the thesis will earn fifteen credits of graduate study in a major field and nine credits in a minor field. They also will successfully complete a seminar in their major field, and will normally take their comprehensive examination upon the completion of twenty-four hours of graduate study.

Candidates for the M.A. in American studies without a thesis will earn eighteen hours of graduate study in American History and twelve hours in English, Political Science, Sociology, or related fields. Candidates for the M.A. in American Studies with the thesis will earn twelve hours of graduate study in American History and twelve hours in English, Political Science, Sociology, or related fields. They will write their thesis in the field of American History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in history will remain in effect.

Candidates for the M.A. in Russian and East European Studies without a thesis will earn eighteen hours of graduate study in Russian and East European History and twelve hours in Economics, Political Science, Sociology, or related fields. Candidates for the M.A. in Russian and East European Studies with the thesis will earn twelve hours of graduate study in Russian and East European History and twelve hours in Economics, Political Science, Sociology, or related fields. They will write their thesis in the field of Russian and East European History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in history will remain in effect.

Beginning in September, 1968, no student will be allowed to complete the M.A. program through attendance at Summer Sessions only. Students will be required to take at least four courses (12 credits) during the regular academic year. This rule will not apply to students already enrolled in the M.A. program.

### The Ph.D. IN HISTORY

For the doctoral candidate, the department offers three fields of concentration: Medieval History, Modern European History, and American History. Students who select Medieval History as their major field must pass a qualifying examination in Latin. The attention of the student is called to closely related courses which are given in other graduate departments. Such courses may be taken with the approval of both departmental chairmen. Candidates for the doctorate are required to take at least two seminars beyond the M.A. seminars as part of their course requirements.

Before being admitted to candidacy for the doctor's degree, the student must pass a comprehensive examination in his major and minor fields. In the Department of History, this is an oral examination. It should be noted that the examination will not be restricted to the content of the graduate courses but will be more general in character. While it is expected that the student will have, by the time of his examination, a thorough grasp of the significant factual information of his three fields, the examination is more directly concerned with the maturity of his comprehension of each field as a whole and with his ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems common to his fields as well as to history in general.

The student must offer a total of four areas of History. Two of these must be in the area of major concentration; the other two fields must be from each of the remaining areas:

*American History*

American History to 1789

American History, 1789-1865

American History, 1865 to the present

*Modern European History*

Modern Europe, 1789-1914, or 1870-1941

Renaissance and Reformation to 1648

Europe in 17th and 18th Centuries

Russia from Origins to 1917

History of Eastern Europe

*Medieval History*

Medieval English History to 1485

Medieval Culture, 4th to 13th Centuries

Medieval France

Medieval Political Thought

Some approved portion of the medieval field

## COURSES OF INSTRUCTION FOR GRADUATES AND UNDERGRADUATES

Hs 101-102—HISTORY OF CHINA (3, 3)

A survey of Chinese history, from the Classical Age to the present, with special emphasis upon ideas and institutions.

T., Th., 1:30 - 2:15 (*both sems.*)

*Prof. Wu*

Hs 103-104—MEDIEVAL EUROPEAN HISTORY (3, 3)

Europe from its emergence as an identifiable society in post Roman times to the beginning of the age of humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

M., W., F., 9:00-9:50 (*both sems.*)

*Prof. Daly*

Hs 107-108—ENGLISH CONSTITUTIONAL HISTORY TO 1485 (3, 3)

The evolution of the English Constitution from the Anglo-Saxon period to 1485.

M., W., F., 10:00-10:50 (*both sems.*)

*Prof. Daly*

Hs 111-112—THE HISTORY OF GREECE (6)

A survey of Greek history, from the beginning to the Roman conquest.

M., W., F., 3:00 - 3:50 (*both sems.*)

*Prof. Gill, S.J.*



## Hs 121—THE RENAISSANCE (3)

A study of the Renaissance, interpreted primarily as an economic, political and cultural phenomenon produced by the revival of antiquity and the Italian genius.

*Prerequisite:* Hs 1-2, or its equivalent.

T., Th., 9:00 - 10:15 (1st sem.)

*Prof. Miller*

## Hs 122—THE REFORMATION (3)

A study of the Reformation which focuses chiefly upon the German scene and the work of Martin Luther from an ecumenical point of view.

*Prerequisite:* Hs 1-2, or its equivalent.

T., Th., 9:00 - 10:15 (2nd sem.)

*Prof. Miller*

## Hs 131-132—MODERN ENGLISH HISTORY (3, 3)

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, cultural, and intellectual developments.

*Prerequisite:* Hs 1-2, or its equivalent.

M., W., F., 3:00 - 3:50 (both sems.)

*Prof. Perry*

## Hs 135—EUROPE IN THE 17TH CENTURY (3)

A study of major political trends of the 17th century, with particular reference to Spain, Germany, the Netherlands, and France.

*Prerequisite:* Hs 1-2, or its equivalent.

T., Th., 1:30 - 2:15 (1st sem.)

*Prof. Miller*

## Hs 136—EUROPE IN THE 18TH CENTURY (3)

A study of the major political trends of the 18th century, with particular emphasis on the traditional monarchy of France, Enlightened Despotism, and the intellectual currents of the Enlightenment.

*Prerequisite:* Hs 1-2, or its equivalent.

T., Th., 1:30 - 2:15 (2nd sem.)

*Prof. Miller*

## Hs 137—THE RISE OF NATIONALISM IN EASTERN EUROPE (3)

The course will deal with the problems of the non-German nationalities of the Austro-Hungarian monarchy (South Slavs, Czechs, Rumanians, Transylvanians), and will center on their struggle for autonomy and independence against Hapsburg and Hungarian rule.

*Prerequisite:* Hs 1-2, or its equivalent.

T., Th., 3:00 - 4:15 (1st sem.)

*Prof. Florescu*

## Hs 138—EASTERN EUROPE SINCE WORLD WAR I (3)

A study of the political experience of the small nations of Eastern Europe (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria, and Greece) in the light of the conflict of interest among the Great Powers. The first part of the courses will deal with the progressive disintegration of the French alliance system following World War I. The second part will emphasize the formation and apparent disintegration of the Russian satellite system following World War II.

*Prerequisite:* Hs 1-2, or its equivalent.

T., Th., 1:30 - 2:15 (2nd sem.)

*Prof. Florescu*

## Hs 143-144—MODERN EUROPEAN DIPLOMATIC HISTORY (3, 3)

The international relations between the major European powers from the formation of the first Dreikaiserbund in 1873 to the genesis of the Cold War.

*Prerequisite: Hs 1-2, or its equivalent.*

T., Th., 9:00 - 10:15 (*both sems.*)

*Prof. Mahoney, S.J.*

## Hs 149—LATE MEDIEVAL CHURCH HISTORY (3)

A consideration of three major areas: theology, conciliarism and its origins and religious life, with special emphasis on the developments leading to the crisis of the 16th century.

*Prerequisite: Hs 1-2, or its equivalent.*

M., W., F., 1:00 - 1:50 (*1st sem.*)

*Prof. Schüssler*

## Hs 150—THE PROTESTANT-CATHOLIC DIALOGUE (3)

A presentation of the history of the Protestant-Catholic "conversation," the contemporary dialogue, and the prospects of a rapprochement.

*Prerequisite: Hs 1-2, or its equivalent.*

M., W., F., 1:00 - 1:50 (*2nd sem.*)

*Prof. Schüssler*

## Hs 151-152—MODERN EUROPEAN CHURCH HISTORY (3, 3)

A survey of major developments in the Roman Catholic and Protestant Churches, from the religious divisions of the 16th century to the era of Ecumenism.

*Prerequisite: Hs 1-2, or its equivalent.*

M., W., F., 3:00 - 3:50 (*both sems.*)

*Prof. Schüssler*

## Hs 153-154—THE RISE OF MODERN GERMANY (3, 3)

A survey of the political, cultural, economic, and intellectual factors which contributed to the formation of modern Germany, from Napoleon in 1815 to Hitler in 1945.

*Prerequisite: Hs 1-2, or its equivalent.*

M., W., F., 1:00 - 1:50 (*both sems.*)

*Prof. Heineman*

## Hs 157—MODERN RUSSIA TO 1917 (3)

Major developments in the history of Russia down to the Bolshevik Revolutions of 1917.

*Prerequisite: Hs 1-2, or its equivalent.*

T., Th., 1:30 - 2:15 (*1st sem.*)

*Prof. McNally*

## Hs 158—RUSSIA: 1917 TO THE PRESENT (3)

A study of the organization and development of the Soviet state from the revolution of 1917 to the present time.

*Prerequisite: Hs 1-2, or its equivalent.*

T., Th., 1:30 - 2:15 (*2nd sem.*)

*Prof. McNally*

## Hs 161-162—AMERICAN DIPLOMATIC HISTORY (3, 3)

The study of the development, significant changes, and major encounters in American diplomacy from the foundation of the Republic to the post-World War II period.

*Prerequisite: Hs 41-42 or its equivalent.*

T., Th., 9:00 - 10:15 (*both sems.*)

*Sr. Grace Donovan, S.U.S.C.*

**Hs 163-164—AMERICAN INTELLECTUAL HISTORY (3, 3)**

Main currents in American thought from the early settlements of colonial times down to the twentieth century. Special reference will be made to political theory, philosophy, science, religion, literature, and art.

*Prerequisite:* Hs 41-42 or its equivalent.

T., Th., 1:30 - 2:15 (both sems.)

*Prof. Betts*

**Hs 167—THE FEDERAL UNION: 1789-1846 (3)**

The American Republic from the Federalist administration under the new Constitution, through the administrations of Thomas Jefferson and Andrew Jackson.

*Prerequisites:* Hs 41-42 or its equivalent.

T., Th., 3:00 - 4:15 (1st sem.)

*Prof. O'Connor*

**Hs 168—THE HOUSE DIVIDED: 1846-1865 (3)**

The Crisis of the Union from the close of the War with Mexico through the end of the Civil War.

*Prerequisite:* Hs 41-42 or its equivalent.

T., Th., 3:00 - 4:15 (2nd sem.)

*Prof. O'Connor*

**Hs 173-174—A HISTORY OF THE BLACK AMERICAN (3, 3)**

A survey of the black American from colonial times to the present, as a "participant" and "issue" in American history, politically, socially, and economically. Race relations, particularly the "white over black" theme, will be stressed.

*Prerequisite:* Hs 41-42 or its equivalent.

M., W., F., 3:00 - 3:50 (both sems.)

*Prof. Buni*

**Hs 177-178—TWENTIETH CENTURY AMERICA (3, 3)**

A study of the major political, social and economic developments which characterized the history of the United States from the opening of the twentieth century to the present time.

*Prerequisite:* Hs 41-42 or its equivalent.

T., Th., 3:00 - 4:15 (both sems.)

*Prof. Hirshfield*

**Hs 179—THE URBANIZATION OF AMERICA (3)**

The course is concerned with the concepts of urbanization, the process, the growth of community consciousness, the basis for urban growth and development, and the social, political, and economic impact of urbanization.

T., Th., 1:30 - 2:45 (1st sem.)

*Prof. Wakstein*

**Hs 180—THE HISTORY OF AMERICAN ECONOMIC DEVELOPMENT (3)**

Beginning with an analysis of the basis for economic growth, the course will then focus on the American experience, and the impact and interaction of economic change on political, social, and cultural developments.

T., Th., 1:30 - 2:45 (2nd sem.)

*Prof. Wakstein*



## Hs 191-192—PROBLEMS IN MODERN CHINESE HISTORY (3, 3)

Selected problems in the Ch'ing Dynasty (1644-1911) and the Republican Period (1912-1949), with special emphasis upon reading, discussion, and identifying major questions.

*Prerequisite: Hs 101-102, or its equivalent.*

T., Th., 3:00 - 4:15 (*both sems.*)

*Prof. Wu*

## Hs 193—THE UNITED STATES AND THE SINO-JAPANESE WORLD: 1840-1960 (3)

After a general explanation of international relations in the Orient in the 19th century, this course will emphasize Sino-American and Japanese-American diplomatic relations in the modern period.

M., W., F., 3:00 - 3:50 (*1st sem.*)

*Prof. FitzGerald, S.J.*

## Hs 194—SOUTHEAST ASIA: 1850-1960 (3)

After a general introduction to the peoples and states of Southeast Asia, this course will emphasize the colonial and post-colonial periods in Indo-China, Malaysia, Indonesia, and the Philippine Islands.

M., W., F., 3:00 - 3:50 (*2nd sem.*)

*Prof. FitzGerald, S.J.*

## Hs 196—AMERICAN CHRISTIANITY (3)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

M., W., F., 1:00 - 1:50 (*2nd sem.*)

*Prof. Willis, S.J.*

## Hs 197-198—THE HISTORY OF RELIGIONS (3, 3)

After an introduction from the fields of history, sociology, and psychology, the lectures of the first semester deal with the Algonquins, Greece and Rome, the Ancient Hebrews, and Judaism. The lectures of the second semester deal with India and China, Islam, American Protestantism, and the philosophy of religion.

Th., 4:30 - 6:15 (*both sems.*)

*Profs. Betts, Devenny, Donovan,  
Moriarty, Moynihan, Renehan*

## GRADUATE COURSES

## Hs 201—INTRODUCTION TO HISTORICAL METHOD (3)

A study and application of methods used by historians to gather, assess, set forth and document historical evidences, together with an introductory survey of historiography.

*Required for all graduate students in the department.*

M., 4:30 - 6:15 (*1st sem.*)

*THE DEPARTMENT*

## Hs 221—MARTIN LUTHER

A discussion of selected problems concerning Luther's early career and thought.

W., 4:30 - 6:15 (*1st sem.*)

*Prof. Schüssler*

## Hs 226—GEORGIAN ENGLAND (3)

A study of the political, social, and economic characteristics of 18th century England.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Perry*

## Hs 235—EUROPE IN THE SEVENTEENTH CENTURY (3)

A study of major political trends of the seventeenth century, with particular reference to Spain, Germany, and France.

*A reading knowledge of French is required.*

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Miller*

## Hs 241—FRANCE: FROM THE BOURBON RESTORATION TO THE SECOND EMPIRE (3)

A study of the domestic and foreign policies of the government of Louis XVIII, Charles X, Louis Philippe, and Louis Napoleon.

F., 4:30 - 6:15 (1st sem.)

*Prof. Mahoney, S.J.*

## Hs 253—THE WEIMAR REPUBLIC (3)

An examination of the impact of World War I on Germany and the subsequent social and cultural changes from 1914 to 1933.

W., 4:30 - 6:15 (1st sem.)

*Prof. Heineman*

## Hs 262—ANGLO-AMERICAN RELATIONS (3)

A study of major diplomatic negotiations between the United States and Great Britain from 1783 to the present. The mutual impact of intellectual, economic, and social movements will also be discussed.

T., 4:30 - 6:15 (2nd sem.)

*Sister Grace Donovan, S.C.S.U.*

## Hs 271—THE AGE OF JACKSON (3)

The impact of Jacksonian Democracy upon the political, social, cultural, and economic aspects of American life, with particular emphasis upon New England and the Northeast.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. O'Connor*

## Hs 277—NATIONALISM IN AMERICAN SOCIETY AND CULTURE (3)

The emergence of a nationalistic spirit and sense of mission reflected in social thought, science, technology, education, literature, and the arts, between the age of Thomas Jefferson and that of Woodrow Wilson.

W., 4:30 - 6:15 (1st sem.)

*Prof. Betts*

## Hs 278-279—COLLOQUIUM IN AMERICAN HISTORY (3, 3)

Topical and historiographical studies of selected periods in American history, from colonial times to the present.

T., 4:30 - 6:15 (Both sems.)

*Profs. Hirshfield and Wakstein*

## Hs 287—THE BLACK AMERICAN SINCE RECONSTRUCTION (3)

An examination of the black man's history since the end of Reconstruction, with emphasis on the "nadir" (1877-1914); the rise of the ghetto; progressivism, black and white; the black man in the military; the Harlem Renaissance; blacks in politics since 1933; the civil rights struggle; and the black revolution.

F., 4:30 - 6:15 (1st sem.)

*Prof. Buni*

## Hs 293—COLLOQUIUM ON MING CHINA (3)

Colloquium: Institutions and Ideas in Ming China, 1368-1643.

T., 4:30 - 6:15 (1st sem.)

Prof. Wu

## GRADUATE SEMINARS

## Hs 299—READINGS AND RESEARCH

A study of primary sources and authoritative secondary material for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

*By arrangement*

THE DEPARTMENT

## Hs 301—THESIS SEMINAR (3, 3)

Direction of research problem.

*By arrangement*

THE DEPARTMENT

## Hs 322—COLLOQUIUM: REFORMATORY THOUGHT (3)

W., 4:30 - 6:15 (2nd sem.)

Prof. Schüssler

## Hs 346—SEMINAR: CONTEMPORARY PROBLEMS IN EAST EUROPE (3)

Th., 4:30 - 6:15 (1st sem.)

Prof. Florescu

## Hs 348—SEMINAR: RUSSIAN INTELLECTUAL HISTORY (3)

T., 4:30 - 6:15 (1st sem.)

Prof. McNally

## Hs 371—SEMINAR: THE AGE OF JACKSON (3)

Th., 4:30 - 6:15 (1st sem.)

Prof. O'Connor

## Hs 377—SEMINAR: AMERICAN INTELLECTUAL HISTORY (3)

W., 4:30 - 6:15 (2nd sem.)

Prof. Betts

## Hs 388—SEMINAR: HISTORY OF THE BLACK AMERICANS (3)

F., 4:30 - 6:15 (2nd sem.)

Prof. Buni

## Hs 394—SEMINAR: THE FAR EAST (3)

T., 4:30 - 6:15 (2nd sem.)

Prof. Wu

## Hs 500—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.



## DEPARTMENT OF MATHEMATICS (MT.)

*Professors:* REV. STANLEY J. BEZUSZKA, S.J., LOUIS O. KATTSOFF,  
JOSEPH A. SULLIVAN, AND RENE J. MARCOU.

*Associate Professors:* GERALD G. BILODEAU (*Chairman*), AUGUSTUS  
J. FABENS, ROSE M. RING, JOHN P. SHANAHAN  
AND JOHN H. SMITH.

*Assistant Professors:* E. MARTIN DIECKMANN, RICHARD L. FABER,  
REV. WALTER J. FEENEY, S.J., MICHAEL  
MENN, ENRIQUE GONZALEZ, ABUL M. SAYIED  
AND PAUL R. THIE.

## DEPARTMENTAL REQUIREMENTS

*M.A. PROGRAM:*

The department offers two programs leading to the M.A. in Mathematics. In one, twenty-four hours of course work and a thesis are required. In the other, thirty hours of course work and participation in a non-credit seminar (Mt. 307-308) are required.

The student may choose either program to fulfill the requirements for the degree. Students in both programs are required to take (or have the equivalent in previous courses) Mt. 201-202, Mt. 133-134, and either Mt. 231-232 or Mt. 235-236. Moreover, all students must pass a written comprehensive examination in algebra and analysis. The subject matter for this examination is essentially the contents of the above mentioned required courses.

*M.S.T. PROGRAM:*

Students in this program are required to take fifteen credits in mathematics including Mt. 201-202. Other courses, besides those listed below, in the undergraduate catalogue are permitted with consent of the Graduate Committee of the department.

The department administers the language examination for both the M.A. and M.S.T. programs.

## COURSES OF INSTRUCTION

## MT. 133-134—INTRODUCTION TO ABSTRACT ALGEBRA I, II (3, 3)

This course consists of an introduction to algebraic structures, groups, rings, fields. Topics include: homomorphism theorems, quotient structures, polynomial rings and the elements of linear algebra such as vector spaces, linear transformations, matrices, determinants and bilinear forms.

M., W., F., 10:00 - 10:50 (*both sems.*)

*Prof. Smith*

## MT. 167-168—TOPOLOGY I, II (3, 3)

The first semester is a course in point set topology and the second semester is a course in algebraic topology. Topics for the first semester include elementary set theory, metric spaces, topological spaces, connectedness and compactness. For the second semester, topics include an introduction to homology and cohomology theories, discussion of duality theorems, application of Euclidean spaces, and consideration of the fundamental group.

M., W., F., 12:00 - 12:50 (*both sems.*)

*Prof. Menn*

## MT. 172—SYMBOLIC LOGIC (3)

An introduction to the theory of logical inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

M., W., F., 3:00 - 3:50 (*2nd sem.*)

*Prof. Kattsoff*

## MT. 201-202—ANALYSIS I, II (3, 3)

Real number system. Basic topological concepts. Sequences, series, and continuity. Differentiation and integration.

M., W., F., 4:00 - 4:50 (*both sems.*)

*Prof. Shanahan*

## MT. 215-216—ABSTRACT ALGEBRA

Groups, rings and modules. Homomorphism theorems, chain conditions, semisimplicity. Basic commutative algebra and ideal theory. Field extensions and Galois theory. Other topics as time permits.

*Prerequisite: Mt. 133-134 or the equivalent.*

M., W., F., 2:00 - 2:50 (*both sems.*)

*To be announced*

## MT. 231-232—FUNCTIONS OF REAL VARIABLES I, II (3, 3)

Metric spaces. Lebesgue integration, absolute continuity and differentiation of functions of bounded variation. Group integration theory. Basic results in functional analysis.

*Prerequisite: Mt. 201-202 or the equivalent.*

M., W., F., 4:00 - 4:50 (*both sems.*)

*Prof. Sullivan*

## MT. 235-236—THEORY OF FUNCTIONS OF A COMPLEX VARIABLE I, II (3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

M., W., F., 3:00 - 3:50 (*both sems.*)

*Prof. Gonzalez*

## MT. 253-254—DIFFERENTIAL AND RIEMANNIAN GEOMETRY I, II (3, 3)

Topics covered include plane and space curves, intrinsic equations of a curve, Serret-Frenet formulas, first and second fundamental quadratic forms of a surface, principal curvatures, mean and Gauss curvatures of a surface, theorems of Meusnier and Euler, Dupin's indicatrix, Gauss characteristic equation and the Mirrardi-Codazzi relations, geodesics and geodesic parallels, ruled surfaces, lines of striction, rectilinear congruences, tensor calculus, differential manifolds, differential geometry in the large, and Riemannian manifolds.

*Prerequisites: Advanced Calculus and Linear Algebra.*

M., W., F., 1:00 - 1:50 (both sems)

*Prof. Faber*

## MT. 257-258—PROBABILITY I, II (3, 3)

The axioms and classical limit theorems of probability. Markov chains. The Poisson process and other stochastic processes. Queues.

*Prerequisite: Some Probability and Statistics or consent of Instructor.*

*Not offered 1969-1970*

## MT. 283—MATHEMATICAL LOGIC (3)

The propositional calculus. First order theories. Gödel's completeness theorem. First order arithmetic. Gödel's incompleteness theorem.

T., Th., 3:00 - 4:15 (1st sem.)

*Prof. Feeney*

## MT. 284—FOUNDATIONS OF MATHEMATICS (3)

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory.

*Prerequisite: An introductory course in mathematical logic or the consent of the Instructor.*

T., T., 3:00 - 4:15 (2nd sem.)

*Prof. Feeney*

## MT. 293-294—NUMERICAL ANALYSIS I, II (3, 3)

Solutions of algebraic and transcendental equations. Interpolation. Numerical differentiation and integration. Numerical solution of ordinary differential equations. Matrix methods including iterative methods for determining characteristic values of matrices. Harmonic analysis. Some of the numerical methods for the approximate solution of partial differential equations.

*Not offered 1969-1970.*

## MT. 299—READING AND RESEARCH (3, 3)

*By arrangement*

*THE DEPARTMENT*

## MT. 301—THESIS SEMINAR (3, 3)

Problems of research and thesis guidance, supplemented by individual conferences.

*By arrangement*

*THE DEPARTMENT*

## MT. 307-308—SEMINAR

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt. 301.

*By arrangement*

*THE DEPARTMENT*



## MATHEMATICS INSTITUTE

## MASTER OF ARTS (NON-RESEARCH) DEGREE

ACCEPTANCE. The Master of Arts (non-research) degree in mathematics is designed for teachers of mathematics and science. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper-division work in mathematics. If a candidate's number of prerequisites falls short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Chairman of the Mathematics Department in each instance.

COURSE CREDITS. A minimum of thirty graduate credits are required for the master's degree. Not more than six credits of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean and the Chairman of the Mathematics Department.

MODERN LANGUAGE REQUIREMENT. There is no modern language requirement for the Master of Arts (non-research) degree in mathematics.

COMPREHENSIVE EXAMINATION. Before the master's degree is awarded the candidate must pass a written comprehensive examination on his course work.

THESIS. No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Chairman of the Mathematics Department before the degree is awarded.

## NATIONAL SCIENCE FOUNDATION

## ACADEMIC YEAR PROGRAM

MT 241-NSF—VECTOR ANALYSIS AND APPLICATIONS OF MODERN  
MATHEMATICS TO PHYSICS

MT 251-NSF—PROBABILITY

MT 252-NSF—STATISTICAL INFERENCE

MT 215-NSF—ELEMENTARY AND INTERMEDIATE ALGEBRA TREATED  
FROM THE STANDPOINT AND METHODOLOGY OF  
MODERN ALGEBRA

MT 221-NSF—SEMINAR: TOPICS IN CONTEMPORARY MATHEMATICS

MT 231-NSF—ELEMENTS OF REAL VARIABLE (WITH SELECTED  
TOPICS, COMPLEX VARIABLE)

## DEPARTMENT OF NURSING (Nu)

*Professors:* MARGARET M. FOLEY (*Chairman*), RITA P. KELLEHER.

*Associate Professors:* MARY E. CALNAN, CAROL HARTMAN, BERNADETTE P. HUNGLER, ELEANOR F. VOORHIES, DOROTHY J. WALKER.

*Assistant Professors:* CATHERINE FRIARY, JOAN E. GOLDSBERRY, LORELLE J. PELLETIER, ROBERTA K. SPURGEON, RUTH A. STREBE.

*Lecturers:* MARIE FARRELL, JANE B. HANRON, OLIVE M. LOMBARD, GERALD S. PARKER, DOROTHY J. WORTH, HENRIETTA GOLEC, MYRON SHARIFF.

*Instructor:* ALICE E. CREAGAN.

## PHILOSOPHY AND PURPOSES OF THE PROGRAM

The Department of Nursing is guided by the philosophy and purposes of the Graduate School of Boston College. Consequently, it strives to inculcate in its students a love of man and respect for his worth and dignity.

The nursing faculty recognizes that today's society demands a nursing profession whose members are educated liberally and who practice their profession competently. To this end, the faculty is dedicated to the cultivation of scholarship; the development of intellectual processes; the expansion of knowledge; and the development of theories of nursing practice.

The aim of the Department of Nursing is to prepare nurses for leadership positions in nursing. Preparation for functioning as a teacher or clinical specialist is provided through selected courses and experiences based on the needs of individual students. The curriculum is characterized by emphasis placed on:

- (1) Advanced clinical practice and investigation in a nursing specialty;
- (2) selected courses which provide theoretical foundations for both nursing practice and functional area preparation;
- (3) research courses designed to introduce the students to methods of investigating health problems; and
- (4) courses which provide knowledge and insight into the problems confronting nursing and nursing education.

The Department of Nursing of the Graduate School offers a program leading to the degree of Master of Science for qualified nurses who have an acceptable generic baccalaureate degree in nursing or its equivalent as determined by the faculty. Opportunities are provided for advanced study in four clinical areas of nursing: Medical-Surgical, Community Health, Maternal-Child Health and Psychiatric-Mental Health Nursing. All programs offer preparation in the functional area of teaching. In addition, the Psychiatric-Mental Health, Maternal-Child Health and Community Health Nursing areas offer programs leading to preparation in clinical specialization.

## DEPARTMENTAL REQUIREMENTS

Students are responsible for meeting the requirements of the Graduate School of Arts and Sciences as indicated in the Graduate School Bulletin, in addition to the requirements of the Department of Nursing. The Master of Science degree is awarded upon successful completion of course work and an oral examination.

All candidates for the graduate degree must take the following core courses: Nu. 200, Nu. 201, Nu. 203.

### *Medical-Surgical Nursing*

Forty-three credits are required and the course work may be completed in three semesters and a summer session of full-time study. In addition to the core courses, the students are required to take Nu. 202, Nu. 210, Nu. 211 and Nu. 215 plus a course in Guidance and/or Counseling, and two courses in the Biological Sciences. Opportunity is provided for the student to choose six credits of elective courses.

### *Maternal-Child Nursing*

The Maternal and Child Health Nursing Program require 48 credits of full-time study and is four semesters in length. Students may select a functional major of clinical specialty or teaching in either maternity or pediatric nursing.

In addition to the core courses, the students in the teacher preparation program are required to take: Nu. 202, Nu. 222, Nu. 223, Nu. 224, Nu. 225, Nu. 226 and Nu. 228. The student may also elect two three-credit courses.

For the Clinical Specialist all of the above courses are required with the exception of Nu. 202 and Nu. 228, the latter being replaced by Nu. 227.

During the first two semesters students study theories and concepts common to both pediatric and maternity nursing. In the third semester a clinical practicum is offered the student in either area.

Concurrently, courses are taken to complement the student's knowledge in her functional area of choice.

The fourth semester is devoted to a field experience in teaching or to an advanced practicum for those in the clinical specialist program.

### *Psychiatric-Mental Health*

The program requires fifty credits through two academic years of full-time study for both teacher preparation and clinical specialization. In the teacher preparation program, the Department requires the following: Nu. 202, Nu. 241, Nu. 242, Nu. 243, Nu. 245 and Ps. 219. Two three-credit courses in sociology (Sc. 205 and Sc. 270), taken during the first academic year and a choice of electives during the second year complete the course requirements.

For the clinical specialist program all of the above courses are required with the exception of Nu. 202 and Nu. 245, the latter being replaced by Nu. 244.



## COMMUNITY HEALTH NURSING

This program offers two areas of specialization (1) Preparation of Community Health Nursing faculty for collegiate schools of nursing (2) Preparation of Community Health Nursing specialists. The program requires two academic years of full time study and a minimum of 51 credits for completion. Nursing courses included in the program, in addition to core courses are: Nu. 250, Nu. 251, Nu. 254, Nu. 257, Nu. 255, Nu. 202, Nu. 252, Nu. 253 and Nu. 256. In addition, selected courses in Psychology, Sociology and Education are required. Students desiring preparation for teaching are required to take Nu. 202 and Nu. 255. Students desiring preparation for specialization are required to take Nu. 257. Students majoring in Community Health Nursing are required to have a car available for use during field experience.

## ACCREDITATION

All graduate programs are approved by the Accrediting Service of the National League for Nursing.

## TRAINEESHIPS

National Institute of Mental Health and Public Health Service Traineeships are available to qualified students.

## COURSES OF INSTRUCTION

### NU 200—PERSPECTIVES IN NURSING (3)

Trends and problems in nursing and nursing education. Considers the philosophy, objectives, opportunities, organization, and control of nursing and programs in nursing.

*To be announced (1st sem.)*

*Prof. R. P. Kelleher*

### NU 201—RESEARCH METHODS IN NURSING (3)

An introduction to the major methods employed in investigating nursing problems. The aim of the course is to develop the ability to obtain, analyze, interpret and report pertinent data.

*Wed., 1:00 - 3:00 (1st sem.)*

*Prof. Walker*

### NU 202—CURRICULUM DEVELOPMENT IN NURSING EDUCATION (3)

Problems of educational objectives, selection of learning experiences, concepts of curriculum organization, sequence and evaluation in curriculum organization, sequence and evaluation in curriculum planning will be considered.

*To be announced (1st sem.)*

*Prof. R. P. Kelleher*

### NU 203—RESEARCH SEMINAR (3)

Discussion of and participation in the solution of specific problems.

*By arrangement*

*Profs. Hanron, Walker*

Selected theories and their application to nursing are considered. Opportunity is provided, through care of medical-surgical patients, to assess and refine one's understanding of the nursing process. Each student is required to investigate a clinical problem.

By arrangement Prof. Pelletier

NU 227—ADVANCED SEMINAR—PRACTICUM IN MATERNAL AND CHILD HEALTH (6)

Clinical practice in the area of special interest of the student's choice or area of deficiency such as mentally retarded, long term handicapped children, emotionally disturbed children. In maternity special classes (parent classes).

*By arrangement*

*Prof. Pelletier*

NU 228—SEMINAR AND FIELD EXPERIENCE IN TEACHING (6)  
(*Maternal-Child Health Nursing*)

The main purpose of this course is to enable the student to acquire the knowledge and practical competencies essential for effective teaching of maternal and child health nursing.

*By arrangement*

*Prof. Pelletier*

NU 241—ADVANCED THEORY AND PRACTICE IN PSYCHIATRIC NURSING I (5)

Provides an experience in the practice of Psychiatric Nursing within a hospital setting with an individual patient and a group of patients. Individual and group supervisory conferences focus upon discussion of student experiences derived from reconstructions of their interactions with patients and directed toward the formulation of nursing concepts. Weekly seminar discussions focus upon systems of psychotherapy and their relevance to psychiatric nursing practice.

*Seminar held at the field placement (1st sem) 3 cr. Prof. Hartman,*  
*Clinical practice (by arrangement) 3 cr. Prof. Spurgeon*

NU 242—ADVANCED THEORY AND PRACTICE IN PSYCHIATRIC NURSING II (6)

Continuation of Nu. 241. An additional experience is provided in short term assessment of nursing care needs of hospitalized patients.

*Seminar held at the field placement (2 sem.) 3 cr. Prof. Hartman,*  
*Clinical practice (by arrangement) c cr. Prof. Spurgeon*

NU 243—ADVANCED THEORY AND PRACTICE IN PSYCHIATRIC NURSING III (5)

Provides an experience in the practice of psychiatric nursing in community mental health centers with individual clinical supervision continued; a weekly seminar focuses on the concepts and principles of community programming as these affect psychiatric nursing practice.

*Seminar on campus (1st sem.) 3 cr.*  
*Clinical practice (by arrangement) 2 cr. To be announced*

NU 244—ADVANCED THEORY AND PRACTICE IN PSYCHIATRIC NURSING IV (7)

Continuation of Nu. 243 and required for those students selecting clinical specialization.

*Seminar on campus 3 cr.*  
*Clinical practice (by arrangement) 4 cr.*



NU 245—SEMINAR AND FIELD EXPERIENCE IN TEACHING (4)  
(*Psychiatric Nursing*)

Provides an opportunity to utilize, examine and evaluate the knowledge and skills acquired during previous 3 semesters within the context of teaching psychiatric nursing to pre-baccalaureate students. Selected experiences are examined in terms of the dynamic relationship among student behaviors, instructional responses, and learning outcomes. Discussions about the formulation of teaching objectives are concerned with elements of the learning environment, elements of the teaching process, and psychiatric content applied to nursing. Required for those students selecting teaching preparation.

*Practicum* — 2 cr.

*Seminar* — 2 cr.

*To be announced*

NU 250—ADVANCED THEORY AND PRACTICE IN COMMUNITY HEALTH NURSING I (4)

In depth exploration and re-evaluation of the theories and concepts underlying the practice and process of community health nursing and intensive study of the dynamics of family relationships. Concurrent clinical practice.

W., 9:00 - 11:00 (*1st sem.*)

*Field Experience* (*by arrangement*)

*To be announced*

NU 251—ADVANCED THEORY AND PRACTICE IN COMMUNITY HEALTH NURSING II (5)

Continuation of Nu. 250 which is prerequisite to this course. Study of the health needs of groups and patterns of community nursing services. Concurrent laboratory experience with opportunity for team participation.

W., 11:00 - 1:00 (*2nd sem.*)

*Field Experience* (*by arrangement*)

*To be announced*

NU 252—PUBLIC HEALTH ORGANIZATION (3)

Exploration and re-evaluation of contemporary patterns of public health organization. Consideration of programs and plans for provision of medical and health care for the country.

W., 2:00 - 4:00 (*2nd sem.*)

*Prof. Worth*

NU 253—BIostatISTICS AND EPIDEMIOLOGY (3)

Biostatistics and epidemiology, both essential in problem solving, will be presented as an integrated course. Biostatistics, demography, and epidemiology will be discussed. There will be opportunity for application through planned laboratory experiences in problem solving.

Thurs., 9:00 - 11:00 (*1st sem.*)

*Prof. Lombard*

NU 254—ADVANCED THEORY AND PRACTICE IN COMMUNITY HEALTH NURSING III (5)

Continuation of Nu. 250 and Nu. 251 which are prerequisite to this course. An additional experience is provided with the community as the focus.

*Seminar on campus* (*1st sem.*) 2 cr.

*Clinical Practice* (*by arrangement*) 3 cr.

*Not offered until the fall of 1970*

*To be announced*

NU 255—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN COLLEGIATE SCHOOLS OF NURSING (8)

*(Community Health Nursing)*

Consideration of current trends in the teaching of community health nursing and exploration of the content, process and outcomes. Under preceptor guidance, students have opportunity for formal and informal practice teaching. Nu. 250, Nu. 251, and Nu. 254 are prerequisite for this course. Required for those students selecting teacher preparation.

*By arrangement (2nd sem.)*

M., F., 11:00 - 1:00 (1st sem.)

*To be announced*

*Teaching Practicum (by arrangement)*

*Course credit will be changed to 6 in Spring of 1971*

NU 256—ENVIRONMENTAL HEALTH (3)

Consideration of environmental factors significant to health, study of control measures and methods utilized for promotion of community well-being.

W., 9:00 - 11:00 (2nd sem.)

*Prof. Parker*

NU 257—ADVANCED THEORY AND PRACTICE IN COMMUNITY HEALTH NURSING IV (6)

Continuation of Nu. 254 and required for those students preparing for specialization. The student is provided opportunity for independent study of the specialist role in a particular clinical health nursing setting.

*By arrangement (2nd sem.)*

*Not offered until Spring of 1971*

## DEPARTMENT OF PHILOSOPHY (PL)

*Professors:* THOMAS J. BLAKELEY, JOSEPH MAGUIRE, NORMAN J. WELLS.

*Associate Professors:* FREDERICK J. ADELMANN, OLIVA A. BLANCHETTE, BRIAN J. CUDAHY, EDWARD M. MACKINNON, STUART B. MARTIN, GERALD MCCOOL, RICHARD T. MURPHY, JOSEPH L. NAVICKAS, REGINALD F. O'NEILL, THOMAS J. OWENS.

*Assistant Professors:* JOSEPH H. CASEY, WALTER J. FEENEY, JOSEPH F. FLANAGAN (*Chairman*), WILLIAM J. HAGGERTY, PETER J. KREEFT, GERARD O'BRIEN, DAVID RASMUSSEN, JOHN R. ROCK, DANIEL SHINE.

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the philosophy department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, philosophy of science, social and political philosophy and Russian philosophy. In addition to these areas of specialization, provision is made for inter-disciplinary programs.

The range of courses available allows the student considerable flexibility in planning a program built around his own major interest. Emphasis throughout is on small seminars, and students are encouraged to initiate and pursue independent and original research.

*Admission Requirements*

The department accepts only twelve students each year. Candidates are expected to have a B+ average in undergraduate studies. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Philosophy Department.

Two years full-time residence is required. Doctoral students will be expected to take a preliminary examination by the end of their first year, and all comprehensive examinations must be completed by the end of the second year. The department does not admit candidates seeking a terminal M.A. degree.

*Language Requirement:* The student must pass examinations in two modern languages. French and German are usually required, though other languages may be substituted if approved by the Department. The language requirement must be fulfilled prior to the second year of graduate study.



## FALL SEMESTER — 1969

## 100 Courses

## PL 104—ARISTOTLE (3)

Analysis and discussion of *Nicomachean Ethics* in relation to *Protrepticus*, *Eudemian Ethics* and *Politics*.

M., W., F., 3:00 - 3:50

Prof. Martin

## PL 106—PLATONIC TRADITION (3)

"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." (Whitehead) This course will test that statement by examining the footnotes.

T., Th., 9:00-10:15

Prof. Kreeft

## PL 121—MODERN PHILOSOPHY (3)

A study of the major thinkers of the period from Descartes to Hegel.

M., W., F., 10:00 - 10:50

Prof. Haggerty

## PL 134—TRANSCENDENT IN RECENT THOUGHT (3)

Critical study of man's search for God as posed by such philosophers as Whitehead, Heidegger and Tillich.

T., Th., 9:00 - 10:15

Prof. Owens

## PL 136—GERMAN EXISTENTIALISM (3)

A critical study of the existential philosophies of Nietzsche, Heidegger and Jaspers.

T., Th., 3:00 - 4:15

Prof. Rock, S.J.

## PL 162—CONTEMPORARY MARXISM (3)

The philosophical problems of metaphysics of knowledge, of existence, of matter, and the nature of man in the light of contemporary Marxism.

T., Th., 1:30 - 2:45

Prof. Adelman, S.J.

## PL 163—INTRODUCTORY SOVIETOLOGY (3)

Sovietology is the study of the Soviet world from all major points of view. This course provides a close and careful study of Marxist theory and all major Soviet institutions.

T., Th., 3:00 - 4:15

Prof. Blakeley

## PL 174—NATURAL LAW (Po 179) (3)

M., W., F., 1:00 - 1:50

Prof. Devine

## PL 181—LANGUAGE AND THOUGHT (3)

A discussion of the major authors in the philosophy of language leading to a systematic discussion of the problems of language and knowledge and the relation between the two.

T., Th., 1:30 - 2:45

Prof. MacKinnon, S.J.

## PL 194—AUTHORITY AND FREEDOM (3)

T., Th., 3:00 - 4:15

Prof. McCarthy, S.J.

## PL 199—PHILOSOPHY OF LITERATURE (3)

An analysis of the basic philosophical themes expressed in such writers as Tolstoy, Dostoevski, Thomas Mann, Sartre, Camus, Kafka.

T., Th., 3:00 - 4:15

Prof. Kovaly

## FALL SEMESTER — 1969

## 200 Courses

## PL 204—PLATO: EARLY AND MIDDLE PERIODS (3)

T., Th., 3:00

Prof. Maguire

## PL 231—DESCARTES AND EARLY MODERN PHILOSOPHY (3)

The role of Renaissance philosophy in the shaping of Cartesian philosophy. Attention is given to the theme of self-knowledge and human wisdom in Cartesian and early modern thought.

M., 4:30

Prof. Wells

## PL 236—HEIDEGGER (3)

A close analysis of the epochal insights on man, time world, and Being as found in *Being and Time* and selected later writings.

W., 3:00

Prof. Owens

## PL 238—BRENTANO AND INTENTIONALITY (3)

This course will basically study the texts of Husserl on 'intentionality' and relate Husserl's thought to radical sources in scholasticism and Brentano. Consideration will also be given to variants of Husserl's intentionality in subsequent thinkers.

Th., 3:00

Prof. Adelman, S.J.

## PL 239—TRANSCENDENTAL THOMISM: RAHNER (3)

An historical and systematic development of Rahner's metaphysics; its relation to the philosophies of Heidegger and Marechal; an analysis of Rahner's philosophy of man and God in *Spirit of the World* and *Hearers of the Word* and of its use in Rahner's theology through a consideration of selected passages in *Theological Investigations* and other theological works; Rahner's place in Contemporary thought.

T., 3:00

Prof. McCool, S.J.

## PL 242—CULTURAL HERMENEUTICS (3)

An hermeneutic will be constructed and then employed to analyse the major cultural shifts in western history.

F., 3:00

Prof. Flanagan, S.J.

## PL 243—PHENOMENOLOGY OF LANGUAGE (3)

Consideration will be given to Husserlian foundations of phenomenology and post-Husserlian developments in the phenomenology of language in the works of Heidegger, Merleau-Ponty, Ricoeur and others. The course will emphasize hermeneutic method, structuralism and symbolism.

M., 3:00

Prof. Rasmussen

## PL 281 (Po 281)—ANCIENT POLIS AND THE MODERN STATE (3)

A contrasting of the political philosophies underlying the ancient polis and the modern state as represented in the works of Aristotle and Hobbes.

M., 4:30 - 6:15 (1st sem.)

Prof. Devine

## PL 298—MATHEMATICAL LOGIC (Mt 283) (3)

Prof. Feeney, S.J.

## 300 Courses

## PL 334—SEMINAR—WITTGENSTEIN (3)

This course will concentrate on a critical discussion of the central problems involved in the *Tractatus Logico-Philosophicus* and the *Philosophical Investigation*. Prerequisites: some familiarity with mathematical logic and analytic philosophy.

T., 4:30

Prof. MacKinnon, S.J.

## PL 371—SEMINAR—SOCIAL AND POLITICAL ETHICS (3)

A discussion of method in ethics with special insistence on the social dimension of ethical judgment, with the help of political and social scientists as well as philosophers.

Th., 4:30

Prof. Blanchette, S.J.

## SPRING SEMESTER — 1970

## 100 Courses

## PL 121—MODERN PHILOSOPHY (3)

M., W., F., 3:00 - 3:50

Prof. MacKinnon, S.J.

## PL 126—AMERICAN PRAGMATISM (3)

A close analysis of selected writings of Pierce, James and Dewey.

T., Th., 3:00 - 4:15

Prof. Haggerty

## PL 137—FRENCH EXISTENTIALISM (3)

A critical study of the existential philosophies of Sartre, Marcel and Merleau-Ponty.

T., Th., 1:30 - 2:45

Prof. Rock, S.J.

## PL 151—STRUCTURES IN COMPARATIVE RELIGION (3)

A study of the methodologies designed to interpret religious phenomena developed by Frazer, Tylor, van der Leeuw, Wach, Levi-Strauss, and Eliade. Special attention will be given to the use of structuralism and morphology as the foundation for the interpretation of a selected body of religious data.

M., W., F., 1:00 - 1:50

Prof. Rasmussen

## PL 162—CONTEMPORARY MARXISM (3)

T., Th., 3:00 - 4:15

Prof. Adelmann, S.J.

## PL 171—POLITICAL PHILOSOPHIES: CLASSICAL AND MODERN (3)

An examination of selected texts of Locke and Hobbes in an effort to see how and why modern political thought is radically different from its classical counterpart.

M., W., F., 10:00 - 10:50

Prof. Cudahy

## PL 173—SOCRATES IN ATHENS (Po 178) (3)

M., W., F., 10:00 - 10:50

Prof. Bruell

## PL 175—PHILOSOPHICAL ORIGINS OF CONTEMPORARY POLITICAL IDEOLOGIES (Po 184) (3)

M., W., F., 1:00 - 1:50

Prof. Lowenthal



PL 176—ETHICS AND POLITICS, NIETZSCHE, HEGEL, KANT (Po 186) (3)  
T., Th., 3:00 - 4:15 *Prof. Faulkner*

PL 183—PRACTICAL LOGIC (3)

Principles of critical thinking applied to language, argumentation and scientific method. Not a formal system but how to think clearly in actual situations set in all fields of human endeavor.

T., Th., 1:30 - 2:45

*Prof. Kreeft*

PL 184—SOCIAL ETHICS (3)

M., W., F., 1:00 - 1:50

*Prof. Blanchette, S.J.*

PL 195—CONTEMPORARY LOGIC (3)

A one-semester introduction to symbolic logic primarily intended for those *not* majoring in mathematics. Topics included are: the basic logical operations, the first order sentential calculus, quantification, valid forms, argumentation and an introduction to axiomatics.

T., Th., 3:00 - 4:15

*Prof. Schweitzer, S.J.*

### SPRING SEMESTER — 1970

#### 200 Courses

PL 204—GREEK AND ROMAN PHILOSOPHY AFTER ARISTOTLE  
(Cl 147-148) (3)

PL 237—WHITEHEAD (3)

Process philosophy will be seen in contrast with other contemporary movements; special emphasis on the problem of God.

M., 3:00

*Prof. Cudaby*

PL 241—PHENOMENOLOGY AND EXISTENCE (3)

An historical and systematic survey. Selected readings from Husserl, Heidegger, Sartre, Marcel and Merleau-Ponty. A study of their philosophy, its historical origin and its relation to contemporary thought and culture.

T., 3:00

*Prof. McCool, S.J.*

PL 254—ATHEISM AND SECULARISM (3)

A sociological analysis of atheism and secularism in the light of the specific development of religion in Western culture and society, with special emphasis on new aspects of the religious problematic.

W., 3:00

*Prof. Steeman, S.J.*

PL 258—PROBLEM OF GOD (3)

A critical historical study of major philosophers and their approach to God's existence and nature from Descartes to Hegel.

Th., 4:30

*Prof. Rock, S.J.*

PL 259—ORIENTAL PHILOSOPHY (3)

An investigation into the oriental mind, 1) in general, 2) in its Hindu, Buddhist, Taoist, Confucianist and Zen manifestations, and 3) in its relation to western philosophies and religions.

T., 4:30

*Prof. Kreeft*

## PL 263—CONTEMPORARY SOVIETOLOGY (3)

A detailed analysis of the basic theories which constitute dialectical and historical materialism. Special attention is given to problems currently under discussion in philosophical publications in the Soviet Union.

W., 4:30

Prof. Blakeley

## PL 278—SOCRATES IN ATHENS (Po 278) (3)

The confrontation between the first political philosopher and the city, studied through a comparison of Aristophanes' attack on Socrates in *The Clouds* and Xenophon's defense of Socrates in some of his Socratic writings.

M., 4:30 - 6:15 (2nd sem.)

Prof. Bruell

## PL 281—FOUNDATIONS OF MATHEMATICS (3)

Prof. Feeney, S.J.

## PL 286—FOUNDERS OF MODERN POLITICAL THEORY: MACHIAVELLI AND BACON (Po 286) (3)

The attack on classical and medieval ethics and politics, culminating in the new political "realism" and the idea of a society based on the scientific conquest of nature.

Th., 4:30 - 6:15 (2nd sem.)

Prof. Faulkner

## 300 Courses

## PL 334—SEMINAR—HEIDEGGER II (3)

A study of selected works composed after *Being and Time*.

W., 3:00

Prof. Owens

## PL 364—SEMINAR—HEGEL (3)

A close textual study of the *Phenomenology of Spirit*.

Th., 3:00

Prof. Navickas

## PL 381—SEMINAR—LANGUAGE AND KNOWLEDGE (3)

This course will attempt to explore the new convergence between analytic and phenomenological methodologies, focusing on the fundamental significance of language for problems of knowledge. Prerequisites: a survey course in analytic and a survey course in phenomenology or the equivalent.

W., 4:30

Profs. MacKinnon, Rasmussen

## PL 382—SEMINAR—PROBLEM OF HISTORICITY (3)

An analysis of the problem of historicity as seen in the writings of Hegel and Heidegger.

F., 3:00

Prof. Flanagan, S.J.

## FALL SEMESTER — 1970

## 100 Courses

## PL 102—PRE-SOCRATICS (3)

A study of the origin and development of Greek philosophy, and its relations with myth and literature.

Prof. Maguire

## PL 103—PLATO'S DIALOGUES (3)

A close study of the major dialogues concentrating on Plato's views on man, knowledge and being.

*Prof. O'Brien, S.J.*

## PL 109—EROS AND AGAPE (3)

*Eros*, *philia* and *agape* as expounded by the classical Greek philosophers, with an examination of some of their Patristic, Mediaeval and Renaissance derivatives: *amor*, *amicitia* and *caritas*. This course will strongly emphasize reading and research techniques based directly on primary sources.

*Prof. Martin*

## PL 124—KANT AND CRISIS IN RATIONALISM (3)

The Copernican Revolution; critical philosophy and transcendental idealism; Kant's moral philosophy; the moral laws and postulates.

*Prof. Murphy, S.J.*

## PL 153—HINDU PHILOSOPHY (3)

A consideration of the nature of Oriental thought in general and its relation to Occidental thought. The course will focus on Indian philosophy, especially the ancient Hindu systems.

*Prof. Kreeft*

## PL 155—CONTEMPORARY ATHEISM (3)

The modalities and sources of today's atheism will be treated, e.g. those springing from scientific humanism, communism, existentialism.

*Prof. Casey, S.J.*

## PL 157—CONTEMPORARY ANALYSIS OF SYMBOL AND RITE (3)

A phenomenological interpretation of religious data based on the writings of Paul Ricoeur and Mircea Eliade.

*Prof. Rasmussen*

## 200 Courses

## PL 201—SEQUEL TO PRE-SOCRATICS (3)

A study of Plato, *Timaeus*; Aristotle, *de caelo*, *de anima*, *de generatione*.

*Prof. Maguire*

## PL 216—PROBLEM OF THE INFINITE (3)

An historical and textual study of major Western philosophers concerning the problem of the Infinite.

*Prof. Rock*

## PL 232—PHENOMENOLOGY (3)

An analysis of the approach and methodological principles of phenomenology; an examination of its import in the theories of Husserl, Heidegger, Sartre and Merleau-Ponty.

*Prof. Murphy, S.J.*



## PL 255—LINGUISTIC ANALYSIS AND THE PROBLEM OF GOD (3)

A brief history of the analytic movement will be given as an introduction to the contemporary problem of language about God.

*Prof. Casey, S.J.*

## PL 261—HISTORY OF RUSSIAN PHILOSOPHY (3)

The development of Russian philosophy under the impetus of theological speculation and eighteenth and nineteenth-century European philosophy with special emphasis on Solovyov, Berdyaev, Frank and Lossky.

*Prof. Navickas*

## PL 264—DIALECTIC IN HEGEL (3)

Dialectical materialism: its antecedents in Hegel, its origins in Marx and Engels and its influence in Soviet Philosophy.

*Prof. Blakeley*

## PL 282—STRUCTURALISM (3)

The contributions of structural linguistics will be correlated with the phenomenological study of language through a hermeneutical procedure.

## PL 292—STRUCTURE OF FINITE BEING (3)

The history and problematic of essence and existence in the West against the backdrop of contemporary discussions and Heidegger's claim of a *Vergessenheit des Sei.*

*Prof. Wells*

## PL 294—THEORIES OF THE PERSON (3)

The notion of the "Person" as it has developed in the course of Western philosophy from Plato to existentialism and phenomenology.

*Prof. Adelman, S.J.*

## 300 Courses

## PL 311—PHILOSOPHY AND THEOLOGY IN AQUINAS (3)

Starting from the Aristotelian notion of science and method this course will examine how Aquinas came to conceive Sacred Doctrine as a science and how he realized this idea of theology in practice. The seminar papers will study St. Thomas, composing philosophy and theology in his manner of procedure.

*Prof. Blanchette, S.J.*

## PL 321—LOCKE, BERKELEY, HUME (3)

British empirical philosophy seen as one of the dominant developments in modern thought.

*Prof. Cudahy*

## PL 351—BLONDEL (3)

A study of two versions of *L'ACTION*, 1893 and 1937, bringing out the phenomenological tone of the first and the more metaphysical tone of the second and situating this philosophy of action in the whole of Blondel's philosophy, with a discussion of contemporary interpretations of Blondel by Bouillard and Dumery.

*Prof. Blanchette*

## PL 352—HERMENEUTICAL THEORIES (3)

A critical study of the hermeneutical problem in the light of recent theories.

*Prof. Flanagan, S.J.*

## PL 383—VALUE THEORIES (3)

This course will concentrate on a detailed examination of selected works of R. Carnap, W. Quine, P. Strawson, W. Sellars. Pre-requisites: Introduction to Analytic Philosophy or equivalent.

## PL 392—ADVANCED SYMBOLIC LOGIC (3)

Sequel to Symbolic Logic PL 283.

*Prof. MacKinnon, S.J.*

## PL 393—PHILOSOPHY OF SCIENCE (3)

The central problem considered is the nature of scientific explanation. Topics to be treated are: historical survey of the theory of scientific explanation, induction in empirical laws, deductive patterns of explanation, the cognitive status of theory and the problem of reductionism.

*Prof. MacKinnon, S.J.*

## PL 395—CONTEMPORARY POLITICAL IDEOLOGIES (3)

An attempt to understand influential twentieth-century ideologies through the thinkers who helped to form them. Included are liberalism (Locke), conservatism (Burke), communism (Marx and Engels), and nazism (Nietzsche).

*Prof. Lowenthal*

## SPRING SEMESTER — 1971

## 200 Courses

## PL 101—GREEK THOUGHT (3)

The emergence of Platonic-Aristotelian rationalism as a response to the intellectual crisis of fifth century Greek culture.

*Prof. Martin*

## PL 126—AMERICAN PHILOSOPHY (3)

A history of and related readings in American philosophy from the Civil War through the early part of the Twentieth Century. Particular emphasis will be given to the works of Peirce, James, Royce and Dewey.

*Prof. Haggerty*

## PL 138—WHITEHEAD AND PROCESS PHILOSOPHY (3)

A reading of selected articles in an effort to understand the shift from classical substantialistic thinking to modern processive oriented thought.

*Prof. Cudaby*

## PL 154—ZEN BUDDHISM (3)

After an introduction to Oriental philosophy, an attempt will be made to understand the single essential point of Zen from the Zen writings themselves. Conclusions will be attempted in the areas of (a) classifying Zen: philosophy? religion? psycho-therapy? mysticism? (b) perceiving the presence of the Zen insight in much Western thought.

Prof. Kreeft

## PL 161—HEGEL (3)

An attempt to trace the development of the Hegelian dialectic in the *Phenomenology of Spirit*: a working out of the historical and individual movement from consciousness through self-consciousness to reason.

Prof. Navickas

## PL 171—POLITICAL PHILOSOPHY: CLASSICAL AND MODERN

An examination of selected texts of Locke and Hobbes in an effort to see how and why modern political thought is radically different from its classical counterpart.

Prof. Cudaby

## PL 187—LOGICAL EMPIRICISM

A study of an important movement at the beginning of the twentieth century emanating from the Vienna Circle and leading into the birth of Analysis and Phenomenology.

Prof. Adelman, S.J.

## PL 191—RATIONAL AND IRRATIONAL IN WESTERN THOUGHT

An examination of the dialectic of the Apollonian and Dionysian tension as exhibited in select philosophies from ancient to contemporary epochs.

Prof. Owens

## SPRING SEMESTER — 1971

200 Courses

## PL 203—ARISTOTLE'S DEVELOPMENT IN ETHICS

Analysis and discussion of *Nicomachean Ethics* in relation to *Protrepticus*, *Eudemian Ethics* and *Politics*.

Prof. Maguire

## PL 213—AUGUSTINIAN TRADITION

The influence of Hellenistic thought upon the formation of the Augustinian religious and philosophical synthesis. Readings from selected works and texts. Survey of St. Augustine's influence on medieval and later thought.

Prof. O'Brien, S.J.

## PL 224—WILLIAM JAMES

An examination of selected writings of James in an effort to determine the basic orientation of pragmatism.

Prof. Cudaby



## PL 225—19TH CENTURY GERMAN IDEALISM

An introduction to the classical systems of Fichte, Schelling and Hegel with special emphasis on the dialectical method.

*Prof. Navickas*

## PL 244—PHENOMENOLOGY OF SOCIETY

A study of the correlation between phenomenological methodology and social and political research with particular emphasis on the writings of Alfred Schutz.

*Prof. Rasmussen*

## PL 257—SOCIOLOGY OF RELIGION

This will deal with such topics as the functional conception of religion, religious evolution, religious personalities and institutions, and make an attempt at a sociological interpretation of the contemporary religious scene.

*Prof. Steeman, S.J.*

## PL 291—PHILOSOPHY OF HISTORY

Method and purpose of man's knowledge of the past; the patterns of explanation used by historians, and the aims of historical inquiry.

*Prof. Flanagan, S.J.*

## PL 293—PHILOSOPHY OF INTERSUBJECTIVITY

A critical analysis of the problems raised in contemporary theories of intersubjectivity as seen in the phenomenological and existential schools.

*Prof. Owens*

## SPRING SEMESTER — 1971

## 300 Courses

## PL 312—THEORY OF SCIENCE IN ARISTOTLE AND ST. THOMAS

A study of logic and method in Aristotle and St. Thomas as evidenced in the *Posterior Analytics*, the *Commentary of St. Thomas* and other selected texts.

*Prof. Blanchette, S.J.*

## PL 322—KANT

The Copernican Revolution; critical philosophy and transcendental idealism; Kant's moral philosophy; the moral laws and postulates.

*Prof. Murphy, S.J.*

## PL 331—CONTEMPORARY ANALYTIC PHILOSOPHY

This course will concentrate on a detailed examination of selected works of R. Carnap, W. Quine, P. Strawson, W. Sellars. Pre-requisites: Introduction to Analytic Philosophy or equivalent.

*Prof. MacKinnon, S.J.*

## PL 335—CONTEMPORARY SCIENTIFIC THEORY

This course will deal with the philosophical problems arising from relativity and quantum physics. Topics to be included are: the nature of space and time, indeterminism and causality, and the logical foundation of the quantum theory.

*Prof. MacKinnon, S.J.*

## PL 353—FAITH-REASON CONFLICT

A study of the positions on God, man and the universe as they arise and develop out of the confrontation of the Greco-Roman with Judaeo-Christian tradition.

*Prof. Wells*

## PL 365—PHILOSOPHY OF REVOLUTION

This course will be a study of the thought of Herbert Marcuse. An attempt will be made to determine the philosophical foundations of his thought and to analyze the elements of social revolution as occurring on the contemporary scene.

*Prof. Adelman, S.J.*

## PL 383—VALUE THEORIES

A study of recent continental and American value theories against the background of the post-Nietzschean threat of nihilism.

*Prof. Owens*

## PL 396—EPISTEMOLOGICAL THEORIES

A critical analysis and comparison of the cognitional theories of Aristotle, Aquinas, Kant, Hegel and Heidegger.

*Prof. Adelman, S.J.*

## DEPARTMENT OF PHYSICS (PH)

*Professors:* ROBERT L. CAROVILLANO (*Chairman*), FREDERICK E. WHITE.

*Associate Professors:* ROBERT L. BECKER, JOSEPH H. CHEN, BALDASSARE DI BARTOLO, GEORGE J. GOLDSMITH, FRANCIS MCCAFFREY, SOLOMON L. SCHWEBEL.

*Assistant Professors:* ROBERT F. GIRVAN, DARRYL LEITER, FRANCIS A. LIUIMA, S.J., REIN A. URITAM, HELEN J. YOUNG.

*Senior Research Physicist and Lecturer:* JOHN J. MAGUIRE.

*Adjunct Associate Professor:* EDMUND H. CARNEVALE.

The Department offers comprehensive programs of study and research leading to the Master of Science and Doctor of Philosophy degrees. Courses of instruction emphasize the basic principles of physics and prepare the student to choose a major field of concentration according to his interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

All students working for advanced degrees are normally required to start their studies with the courses: Ph 201, Ph 211, Ph 263, Ph 281, and Ph 283. Within two years of the start on these courses, the student is required to take written qualifying examinations which will be based on the prescribed courses; the examinations will be given in the Fall.

The students who have successfully completed the courses and passed the qualifying examinations may be permitted to enter either the master's program or the doctoral program. The language requirement follows the general Graduate School policy as described in the introductory section of this bulletin.

The master's program includes, in addition to the courses which have been designated above, two more required courses, Ph 307-308 and Ph 310. The Department reserves the right to grant the master's degree with or without submission of a thesis. If a thesis is not to be submitted, then the student granted this privilege is required to take and satisfactorily complete two additional courses: Ph 264 and Ph 282.

Upon entering the doctoral program, each student shall select his field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be his principal advisor, the student shall inform the Chairman of his major field selection and the Chairman shall appoint, with the approval of the department, a faculty doctoral committee consisting of at least two full time faculty members to advise and direct the student through the remainder of his graduate studies.



With the advice and approval of this committee and using his own judgement of readiness, the student shall take the comprehensive examinations for the doctoral degree within a period of two years after passing the qualifying examinations. The comprehensive examinations, which may be written or oral, shall consist of two parts. Part 1 shall deal with the fundamentals of physics, and Part 2 with more specialized topics. In Part 2 the student shall be permitted a choice of questions, including one question in his field of specialization. A student becomes a doctoral candidate after having passed the comprehensive examinations.

A variety of theoretical studies are conducted within the department and student research may be performed at the doctoral level in the following areas: theoretical space physics, plasma physics, and astrophysics; elementary particles and current algebras; non-linear wave mechanical field theory of "elementary measurement" electrodynamics; theory of elementary interactions as applied to gravitational theory, classical mechanics and electromagnetism, and quantum mechanics.

Experimental programs are mainly in solid state and nuclear physics. Active research is being conducted in the following areas of solid state physics: investigation of crystal field effects using spin resonance, Mossbauer techniques and spectroscopy; absorption and fluorescence spectroscopy of solids; the influence of energetic radiations on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; Fermi surface studies including the de Haas-van Alphen effect and radio-frequency size effects; the optical and electrical properties of plasmas in solids. Research in nuclear physics is concentrated mainly in the area of experimental nuclear structure studies. Properties of nuclear bound states are investigated by means of charged-particle reactions.

The research offerings of the Department are supplemented by adjunct programs with neighboring laboratories and these provide further opportunities for research in nuclear physics and ultra-sonic studies in fluids and plasmas.

Boston College is a participating institution for National Science Foundation Graduate Traineeships and National Aeronautics and Space Administration Traineeships. The Department also offers other fellowship, scholarship, and teaching assistantship aid to qualified students. Student research assistantships are available in space physics and solid state physics during the summer as well as during the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

All applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

## COURSES OF INSTRUCTION FOR GRADUATES AND UNDERGRADUATES

PH 121—ADVANCED LABORATORY I (1)

Laboratory and conferences; experiments in mechanics, heat, electricity, and magnetism. One laboratory period per week.

*Prerequisite: Ph 35-36, or the equivalent.*

*First semester*

*Profs. Girvan, Goldsmith, Young*

PH 122—ADVANCED LABORATORY II (1)

Continuation of Ph 121.

*Second semester*

*Profs. Girvan, Goldsmith, Young*

PH 123—EXPERIMENTAL PHYSICS I (1)

Laboratory and conferences; a selection of fundamental experiments from atomic, nuclear, and solid state physics. One laboratory period per week.

*Prerequisite: Ph 173-174, or the equivalent.*

*First semester*

*Profs. Girvan, Goldsmith, Young*

PH 124—EXPERIMENTAL PHYSICS II (1)

Continuation of Ph 123.

*Second semester*

*Profs. Girvan, Goldsmith, Young*

PH 125—PROJECTS IN EXPERIMENTAL PHYSICS I (3)

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. One lecture and two laboratory periods per week.

*Prerequisite: Permission of instructor.*

*First semester*

*Profs. Girvan, Goldsmith, Young*

PH 126—PROJECTS IN EXPERIMENTAL PHYSICS II (3)

Continuation of Ph 125.

*Second semester*

*Profs. Girvan, Goldsmith, Young*

PH 161—INTRODUCTION TO SOLID STATE PHYSICS (3)

A survey of solid state physics including crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical, and magnetic properties of solids. Three lectures per week.

*First semester*

*Prof. Goldsmith*

PH 173—ATOMIC PHYSICS (3)

Alkali atoms; multielectron atoms, coupling of angular momentum; interaction of atomic states with static external and nuclear fields; electromagnetic transitions; lifetimes and transition rates; line and continuous X-ray spectra. Three lectures per week.

*First semester*

*Prof. Young*

## PH 174—NUCLEAR PHYSICS (3)

Collision theory; nuclear reactions; the neutron; the deuteron; alpha decay; beta decay; high energy physics, the systematics of elementary particles. Three lectures per week.

*Second semester*

*Prof. Young*

## PH 175—STATISTICAL PHYSICS I (3)

Statistical description of many-particle systems; the laws and applications of thermodynamics; statistical thermodynamics; basic methods of statistical mechanics. Three lectures per week.

*First semester*

*Prof. Di Bartolo*

## PH 176—STATISTICAL PHYSICS II (3)

Kinetic theory of dilute gases; equilibrium between phases; quantum statistics for weakly interacting particles; strongly interacting particles; magnetism and low temperature; irreversible processes and fluctuations. Three lectures per week.

*Second semester*

*Prof. Di Bartolo*

## PH 177—MODERN OPTICS (3)

An introduction to recent developments in this field; coherence theory, lasers, holography, optics of solids, optical instruments, optical information processing. Three lectures per week.

*Second semester*

*Prof. Goldsmith*

## PH 195—MECHANICS (3)

Generalized coordinates, Lagrange's and Hamilton's equations; dynamics of rigid bodies; differential cross sections; special relativity. Three lectures per week.

*First semester*

*Prof. Becker*

## PH 196—ELECTRICITY AND MAGNETISM (3)

Maxwell's equations; electrostatics and magnetostatics; wave propagation; radiation; covariance. Three lectures per week.

*Second semester*

*Prof. Becker*

## PH 199—READINGS AND RESEARCH

*By arrangement (both semesters)*

*(credits by arrangement)*

*THE DEPARTMENT*

### GRADUATE COURSES STANDARD OFFERINGS

## PH 201—CLASSICAL MECHANICS (3)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media. Three lectures per week.

*First semester*

*Prof. Leiter*



## PH 203—PLASMA PHYSICS (3)

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfvén waves; selected applications of astrophysical and geophysical importance. Three lectures per week.

*Second semester*

## PH 211—MATHEMATICAL PHYSICS I (3)

Complex variables and theory of residues; matrices; determinants, transformation theory; theory of linear operators; calculus of linear operators, invariants, and relation to group theory. Three lectures per week.

*First semester*

*Prof. Schwebel*

## PH 212—MATHEMATICAL PHYSICS II (3)

Extension and generalization of linear operator theory to the continuous case; transform calculus; inverses; study of the linear operator for second order differential equations. Three lectures per week.

*Second semester*

*Prof. Schwebel*

## PH 231—THERMODYNAMICS AND KINETIC THEORY (3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena. Three lectures per week.

*First semester*

*Prof. Schwebel*

## PH 263—ELECTROMAGNETIC THEORY I (3)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena, point charge motion in external fields. Three lectures per week.

*Second semester*

*Prof. Leiter*

## PH 264—ELECTROMAGNETIC THEORY II (3)

Radiation theory; retarded potentials; scattering; multipole classification of fields and sources; moving media; Lienard-Wiechert potentials; covariant electrodynamics. Three lectures per week.

*First semester*

*Prof. Leiter*

## PH 269—SPACE PHYSICS (3)

A selection of current research topics in space physics including the theory of the solar wind, interactions of the solar wind with the magnetosphere, and hydromagnetic wave propagation in a dipole ionized plasma. Three lectures per week.

*First semester*

*Prof. Carovillano*

## PH 273—SOLID STATE THEORY (3)

Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity. Three lectures per week.

*First semester*

*Prof. Di Bartolo*

## PH 281—QUANTUM MECHANICS I (3)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. Three lectures per week.

*Second semester*

*Prof. Uritam*

## PH 282—QUANTUM MECHANICS II (3)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory. Three lectures per week.

*First semester*

*Prof. Uritam*

## PH 283—STATISTICAL MECHANICS (3)

Fundamental principles of classical and quantum statistics; kinetic theory; ensemble theory; statistical basis of thermodynamics; selected applications. Three lectures per week.

*Second semester*

*Prof. Carovillano*

## PH 299—READINGS AND RESEARCH

*(credits by arrangement)*

*By arrangement (both semesters)*

**THE DEPARTMENT**

## PH 301—THESIS RESEARCH (3)

A research problem of an original and investigative nature.

*By arrangement (both semesters)*

**THE DEPARTMENT**

## PH 305—THESIS DIRECTION (2 points)

A two-point, non-credit course for those whose thesis research time has elapsed.

*By arrangement (both semesters)*

**THE DEPARTMENT**

## PH 307-308—GRADUATE SEMINAR I, II (1, 1)

Discussion of special problems and current literature; credit may be obtained only by regular participation in the discussions.

*Both semesters (By arrangement)*

**THE DEPARTMENT**

## PH 310—PHYSICS COLLOQUIUM

A weekly discussion of current topics in physics. No academic credit; no fee.

## PH 500—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## GRADUATE COURSE ELECTIVES

These courses are intended to meet the special needs of the student and may not be offered every year.

## PH 202—CONTINUUM MECHANICS (3)

Selected topics from the following: the mechanics of continuous systems, Lagrangian and Hamiltonian formulations; stress and strain; conservation relations; linear and non-linear oscillations; fluid and gas dynamics, turbulence, shock waves, the de Laval nozzle; hydromagnetics. Three lectures per week.

*Second semester*

*Prof. Carovillano*

## PH 274—ADVANCED TOPICS IN SOLID STATE PHYSICS (3)

The topics studied depend on the interests of the students. Three lectures per week.

*Prerequisite: Ph 273, or the equivalent.*

*Second semester*

*Prof. Chen*

## PH 284—TOPICS IN ADVANCED QUANTUM MECHANICS (3)

Formal theory of scattering of Dirac particles; quantum electro-dynamics; S-matrix theory, generalized symmetry principles and conservation laws. Three lectures per week.

*Second semester*

*Prof. Uritam*

## PH 292—NUCLEAR THEORY (3)

The two-nucleon interaction; properties of nuclei, structure of complex nuclei; nuclear reactions and scattering. Three lectures per week.

*Prerequisite: Permission of instructor.*

*First semester*

*Prof. Becker*

## PH 294—ELEMENTARY PARTICLE PHYSICS (3)

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetics interactions, dispersion relations, field theory and recent developments. Three lectures per week.

*Not offered 1969-1970*

## PH 296—TOPICS IN PHYSICS (3)

Topics in theoretical or experimental physics. This course will be given in accordance with the current research interests, activities and needs of the students and faculty of the Department. Three lectures per week.

*Not offered 1969-1970*

## PH 297—GROUP THEORY (3)

Basic concepts; point symmetry groups; continuous groups; selected applications in quantum and elementary particle theory. Three lectures per week.

*Not offered 1969-1970*



## DEPARTMENT OF POLITICAL SCIENCE (Po)

*Professors:* DAVID LOWENTHAL (*Chairman*), MARVIN RINTALA\*, PETER S. H. TANG, ROBERT K. WOETZEL\*\*.

*Associate Professors:* GARY P. BRAZIER, DONALD S. CARLISLE, ROBERT K. FAULKNER, YOUNG C. KIM, DAVID R. MANWARING.

*Assistant Professors:* CHRISTOPHER J. BRUELL, JEFFRY M. BURNAM, FRANCIS E. DEVINE, PIERRE-MICHEL FONTAINE, ROBERT E. GILBERT, CHARLES J. SERNS.

\*On leave of absence, Fall term, 1969.

\*\*On leave of absence, Spring term, 1970.

## THE GRADUATE PROGRAM IN POLITICAL SCIENCE

The graduate program in Political Science offers advanced instruction for teachers of social studies and political science, prospective doctoral candidates, and those interested in public affairs. A comprehensive and varied curriculum is available, with an unusual blend of scientific, philosophical and practical concerns.

The Political Science Department awards its own Master's degree and also participates in the American Studies M.A. program. The former requires successful completion of thirty graduate credits (ten courses) and a comprehensive examination. The latter does not require more than eighteen credits in political science (without a thesis), the other twelve being taken in American literature, history, sociology or philosophy. In each case the option of writing a thesis also exists. Candidates for the degree in political science must ordinarily take at least one course in each of three of the four fields within the discipline. With the approval of the chairman, a limited number of related courses in other departments may be taken as well.

The doctor's degree is not yet offered. Po 200 is strongly recommended for prospective doctoral candidates.

All candidates for the M.A. in Political Science are required to submit both the Graduate Record Examination aptitude and advanced scores. Candidates for the M.A. in American Studies with a concentration in Political Science are required to submit the Graduate Record Examination score only.

## GRADUATE ASSISTANTSHIPS

A number of assistantships, paying stipends of about \$2000, as well as remitting tuition, are available for outstanding M.A. candidates.

## COURSES OF INSTRUCTION

## Po 200—BIBLIOGRAPHY AND METHODS (3)

A study and application of the scientific methodology required for gathering, assessing, synthesizing and documenting materials in political science.

Th., 4:30 - 6:15 (1st sem.)

Prof. Kim

## AMERICAN POLITICS

## PO 203—THE UNITED STATES CONGRESS (3)

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

*Offered in 1970-1971*

## PO 205—THE AMERICAN PRESIDENCY (3)

An historical and analytic development of the office and powers of the Chief Executive.

T., 4:30 - 6:15 (1st sem.)

*Prof. Gilbert*

## PO 206—POLITICS AND POLICIES IN METROPOLITAN AREAS (3)

An investigation of the metropolis as a factor in the political system. Special consideration is given to public policies in such areas as education, welfare, law enforcement, and housing.

T., 4:30 - 6:15 (2nd sem.)

*Prof. Brazier*

## PO 211—POLITICAL PARTIES AND PRESSURE GROUPS (3)

An analysis of pressure groups, political parties, the electorate, and electoral trends in the United States.

*Offered in 1970-1971*

*Prof. Gilbert*

## PO 215—THE SUPREME COURT AND CIVIL LIBERTIES (3)

Research and reports on Supreme Court decisions involving the Bill of Rights.

W., 4:30 - 6:15 (1st sem.)

*Prof. Manwaring*

## PO 219—GOVERNMENT AND PRESS (3)

The political influence of the "Fourth Branch of Government" in contemporary America, including radio and television. Press influence and freedom of the press in the history of the United States and England. Contemporary First Amendment issues — prior restraint, press coverage of trials, wars, and riots; libel of public figures. Broadcast regulation by the Federal Communications Commission.

Th., 4:30 - 6:15 (1st sem.)

*Prof. Burnam*

## COMPARATIVE POLITICS

## PO 225—POLITICAL LEADERSHIP (3)

Leadership in various European political systems will be examined.

*Offered in 1970-1971.*

*Prof. Rintala*

## PO 226—PARTIES AND PARTY SYSTEMS (3)

Different types of modern parties and party systems will be studied.

T., 4:30 - 6:15 (2nd sem.)

*Prof. Rintala*

## PO 227—CHINESE POLITICAL INSTITUTIONS (3)

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies, and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

M., 4:30 - 6:15 (*1st sem.*)

*Prof. Tang*

## PO 228 (128)—GOVERNMENT AND POLITICS OF CHINA (3)

An introduction to political and international developments of contemporary China, with stress upon ideology and leadership as well as strategies and tactics in the communist-led political, economic, social, and cultural revolution. An inquiry into China's major domestic objectives and position in world politics.

M., W., F., 3:00 - 3:50 (*2nd sem.*)

*Prof. Tang*

## PO 229—TOPICS IN SOVIET POLITICS (3)

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia.

T., 4:30 - 6:15 (*1st sem.*)

*Prof. Carlisle*

## PO 231-232 (131-132)—INTERNATIONAL RELATIONS OF LATIN AMERICA (3) (3)

An examination of the patterns of cooperation and conflict among the Latin American states and between the latter, the United States, and the rest of the world. A special emphasis is put on the efforts at international organization and integration within the Western Hemisphere and with the rest of the world.

M., W., F., 3:00 - 3:50 (*1st and 2nd sems.*)

*Prof. Fontaine*

## PO 238 (138)—THE GOVERNMENT AND POLITICS OF EAST CENTRAL EUROPE (3)

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries.

M., W., F., 1:00 - 1:50 (*2nd sem.*)

*Prof. Tang*



## INTERNATIONAL POLITICS

## PO 251—INTERNATIONAL POLITICS AND LAW (3)

This course is designed to acquaint the students with fundamentals of international politics and law. It consists of basic readings in these fields including works on International Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. A term project is part of class discussions and affords opportunity for guided research.

F., 4:30 - 6:15 (*1st sem.*)

*Prof. Woetzel*

## PO 252—SELECTED PROBLEMS IN CONTEMPORARY INTERNATIONAL POLITICS (3)

Treats problems of conflict resolution; the role of international law in relation to international organization; and the problem of power in the atomic age. Examines theories of deterrence, arms control, and disarmament from an international standpoint and in the context of philosophical pluralism in an international society. Methodology for research in international relations is studied and tested in a term project on the subject of human rights.

Th., 4:30 - 6:15 (*2nd sem.*)

*Prof. Kim*

## PO 255—TOPICS IN SOVIET FOREIGN POLICY (3)

An analysis and evaluation of the determinants of Soviet foreign policy focussing on ideology, national interest, and the domestic political factor. Several case studies will be examined, and research projects will be generated by the students. In some semesters the seminar will be devoted to announced special topics.

*Offered in 1970-1971.*

*Prof. Carlisle*

## PO 257 (157)—SINO-SOVIET RELATIONS (3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

M., W., F., 3:00 - 3:50 (*1st sem.*)

*Prof. Tang*

## PO 258—CHINESE FOREIGN POLICY (3)

A study of contemporary Chinese diplomacy with emphasis on the development to date under the communist regime. An evaluation of the Chinese Communist vital interest, goals, strategies, tactics, and conducts in their relations with other communist countries, the "non-alligned" and emerging nations, the West and, particularly, the United States.

*Offered in 1970-1971.*

*Prof. Tang*

## PO 264 (164)—WAR AND REVOLUTION: VIETNAM (3)

This course seeks to analyze some of the most crucial dimensions of war and revolution in the present historical epoch, with special focus on Vietnam as a case study in "crisis politics." An effort will be made to consider our involvement in Vietnam as a multi-dimensional problem, with international, Asian, Communist, and American perspectives. Present policy issues will be treated, and guest lecturers of various persuasions and with different kinds of expertise will be invited to address the class.

Th., 3:00 - 5:00 (2nd sem.)

*Prof. Carlisle*

## PO 266 (166)—INTERNATIONAL COMMUNIST MOVEMENT (3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

M., 4:30 - 6:15 (2nd sem.)

*Prof. Tang*

## POLITICAL THEORY

## PO 278—SOCRATES IN ATHENS (3)

The confrontation between the first political philosopher and the city, studied through a comparison of Aristophanes' attack on Socrates in *The Clouds* and Xenophon's defense of Socrates in some of his Socratic writings.

M., 4:30 - 6:15 (2nd sem.)

*Prof. Bruell*

## PO 281—ANCIENT POLIS AND THE MODERN STATE (3)

A contrasting of the political philosophies underlying the ancient polis and the modern state as represented in the works of Aristotle and Hobbes.

M., 4:30 - 6:15 (1st sem.)

*Prof. Devine*

## PO 286—FOUNDERS OF MODERN POLITICAL THEORY: MACHIAVELLI AND BACON (3)

The attack on classical and medieval ethics and politics, culminating in the new political "realism" and the idea of a society based on the scientific conquest of nature.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Faulkner*

## PO 288—RELIGION AND REPUBLICAN GOVERNMENT (3)

Do republics need religion? What official or private role should religion play in the American Republic? Readings from Plato, Machiavelli, Montesquieu, Rousseau, Jefferson, Tocqueville, Lincoln.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Lowenthal*

## Po 291 (191)—SHAKESPEARE'S POLITICAL WISDOM (3)

A seminar on Shakespeare's understanding of political life and its various forms as found in Othello, The Merchant of Venice, Coriolanus, Julius Caesar, Henry V and Richard III.

W., 4:30 - 6:15 (1st sem.)

*Prof. Lowenthal*

## Po 293 (193)—THE THOUGHT OF MAO TSE-TUNG (3)

An analysis of Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations and limitations as well as its application at home and influence abroad.

*Offered in 1970-1971.*

*Prof. Tang*

## SPECIAL RESEARCH

## Po 299—READING AND RESEARCH (3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

*By arrangement*

*THE DEPARTMENT*

## Po 301—THESIS SEMINAR (3) (3)

*By arrangement*

*THE DEPARTMENT*

## Po 305—THESIS DIRECTION (2)

*By arrangement*

*THE DEPARTMENT*



## DEPARTMENT OF PSYCHOLOGY (Ps)

*Professors:* JOSEPH R. CAUTELA, MARC A. FRIED\*, MURRAY HORWITZ\*, JAMES F. MOYNIHAN, S.J., LESLIE PHILLIPS\*, WILLIAM RYAN, JOHN M. VONFELSINGER (*Chairman*).

*Visiting University Professor of Community Psychiatry:*  
ERICH LINDEMANN.

*Associate Professors:* DANIEL J. BAER, HAROLD N. KELLNER, DAVID MOMENT, RONALD L. NUTTALL.

*Assistant Professors:* STEPHEN S. FRIEDMAN, JANE M. MOOSBRUKER, BRIAN S. MORGAN, EDWARD N. REYNOLDS, GUNTHER M. WEIL.

*Lecturers:* BARRY OSHRY, LEDONIA WRIGHT, C. KENNETH SIMPSON.  
And Staff from University Affiliated Urban Field Stations.

\*Joint Appointment, Institute of Human Sciences.

The Department of Psychology offers a Graduate program of research and practice in Community Social Psychology leading to the M.A. and Ph.D. degrees. At present, however, students seeking a terminal Masters are not accepted, and all applications are evaluated in terms of the requirement for the doctoral program.

The program is characterized by special emphasis on:

- A. Research on processes of social change and social planning.
- B. Planning and intervention in the natural human settings of work, education, and health.
- C. Ecological studies of social conflict and organizational behavior.

The requirements of the program are as follows:

A. *Application*

Results of the GRE Aptitude Test *and* the Miller Analogies Test are required with the application.

B. *Language*

There is no formal requirement in foreign languages.

C. *Residence*

Four years of full-time residence will normally be expected of all Ph.D. students, due to the field-oriented nature of the program. It is recognized, however, that numerous variations will be necessary to accommodate students with extensive previous preparation or unusual abilities. The Department, however, must review all requests for full-time residence of less than four years.

D. *Credits*

All students will be required to have a minimum of 78 credits. This requirement includes a minimum of 18 hours of credit for field experience.

### E. *Evaluation*

A comprehensive evaluation procedure has been established for use at the end of the second year. Successful completion of this evaluation is prerequisite for the granting of the M.A. degree and for admission to candidacy for the Ph.D.

### F. *Thesis Specification*

The thesis should represent a progressive, developmental expansion of innovative and creative work. Work on the thesis will commence during the first year as an integral part of the student's doctoral program. At the end of the first year, and at the end of each successive year, the student will be responsible for submitting a thesis report involving increasingly complex problems, designs, and intellectual accomplishment. Each year's thesis report will essentially be a "small thesis," although it may be cumulative over two or more years and result in an intensive study of a single problem. The thesis, thus, may be designed on the model of a single, long-term investigation resulting in a single monograph-length report, or it may be a series of intellectually-related studies resembling a set of journal-length articles.

## COURSES OF INSTRUCTION

### Ps 204—SOCIAL LEARNING (3)

The application of a learning model to individual behavior in group settings. The study of the formation and modification of attitudes. The analysis of intergroup tensions as faculty learning and the use of modeling procedures to reduce tensions. Various social issues will be examined in terms of environmental influences on behavior.

T., Th., 3:00 - 4:15 (*1st sem.*)

*Dr. Cantela*

### Ps 215—THEORIES OF PSYCHOTHERAPY (3)

Major theories and practices of psychotherapy together with their application to clinical counseling.

*Not offered 1969-1970.*

*Prof. vonFelsinger*

### Ps 218—PSYCHOPATHOLOGY (3)

Major problems in psychopathology. Current systematic approaches to diagnosis and treatment. Special stress on the dynamic aspect of functional personality disorders.

Th., 4:30 (*2nd sem.*)

*Profs. Moynihan, S.J., Reynolds*

### Ps 219—PSYCHODYNAMIC THEORIES OF PERSONALITY (3)

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

W., 4:30 - 6:15 (*both sems.*)

*Profs. vonFelsinger, Friedman*

## Ps 222—PRINCIPLES OF BEHAVIOR MODIFICATION (3)

The study of the application of learning theory for the study of the behavior disorders. A critical evaluation of various behavioral techniques and their comparison with more traditional methods.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Cautela*

## Ps 225—CLINICAL CHILD GUIDANCE (3)

Clinical diagnostic and therapeutic methods in relation to specific behavior and personality problems in children.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Kelly*

## Ps 226—DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

The driving forces of human nature. Emphasis on the clinical and counseling implications of the affective and cognitive dynamics; needs, emotions, attitudes, values, and their relation to personality and character development and integration.

W., 4:30 - 6:15 (1st sem.)

*Prof. Moynihan, S.J.*

## Ps 227—ENVIRONMENTAL PSYCHOLOGY (3)

Systematic attempts to relate aspects of physical form and environment with human behavior. Empirical and conceptual relationships will be examined in terms of both ongoing behavior and potential for psychological change.

M., 4:30 - 6:15 (1st sem.)

*Prof. Friedman*

## Ps 228—PHYSIOLOGICAL PSYCHOLOGY (3)

Anatomical and functional study of the nervous and endocrine systems. Physiological bases of sensory discrimination, learning, drive, and motivation, emotional behavior, memory, and psychometrics.

T., Th., 9:00 - 10:15 (2nd sem.)

*Profs. Baer, Simpson*

Ps 229—EPIDEMIOLOGICAL APPROACHES TO MENTAL HEALTH  
AND ILLNESS (3)

The relevant concepts and methods of epidemiology as they relate to mental health and illness. Description and analysis of methods and findings of existing research.

*Not offered 1969-1970.*

## Ps 230—SEMINAR IN THE PSYCHOLOGY OF CREATIVITY (3)

A survey of various theoretical approaches to understanding creative experience and the process of scientific, artistic, and technological innovation.

M., 4:30 - 6:15 (2nd sem.)

*Prof. Weil*

## Ps 232—PSYCHOLOGY OF BLACK POWER (3)

This course will develop a psychological interpretation of the Black Liberation movement with particular emphasis on the importance of Humanist Psychology to an understanding of social revolution. Readings will include current Black Power Literature as well as material relating to the social psychology of social movements and mental health.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Reynolds*



## Ps 233—BLACK CULTURE (3)

This course will explore from both a historical and a psychological point of view the culture of Black people in the United States.

M., W., F., 3:00 - 4:00 (*1st sem.*)

*Prof. Reynolds*

## Ps 236—SOCIAL PSYCHOLOGY (3)

A study of the individual in his social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives, and social perception will also be emphasized.

M., W., F., 10:00 - 11:00 (*1st sem.*)

*Prof. Friedman*

M., W., F., 3:00 - 4:00 (*2nd sem.*)

*Prof. Moosbrucker*

## Ps 237—THE PSYCHOLOGY OF SOCIAL DEPRIVATION (3)

An analysis of the demographic and social changes and their psychological implications for underprivileged groups in urban societies.

T., 4:30 - 6:15 (*2nd sem.*)

*Prof. Fried*

## Ps 239—SEMINAR IN COMMUNITY MENTAL HEALTH (3)

A consideration of the community mental health field in terms of its theoretical foundations in the social and behavioral sciences as well as psychiatric and public health practice. Implications for the development of local and regional programs.

M., 4:30 - 6:15 (*1st sem.*)

*Profs. Lindemann, Ryan*

## Ps 245—PRO SEMINAR IN SOCIAL PSYCHOLOGY (3)

Selected readings and discussion in major areas of Social Psychology. Attempts will be made to integrate both conceptual and empirical material.

*By arrangement*

*Prof. Moosbrucker*

## Ps 254—SEMINAR IN PSYCHO-SOCIAL ISSUES (3)

This course will consider a variety of social problems within a psychological framework with special reference to ideological effects on etiological theories, program development, and public policy. Problems to be considered include urban education, the negro family, the culture of poverty, crime and delinquency, civil disorder, and other areas to be chosen by the students.

T., Th., 3:00 - 4:15 (*2nd sem.*)

*Prof. Ryan*

## Ps 255—GROUP DYNAMICS (3)

The basic format of the course will be a T-Group, that is a Human Relations Training Group. Readings in the theory of group dynamics and its application in industrial, educational, and community settings will parallel the development of the group.

W., 4:30 - 6:15 (*1st sem.*)

*Prof. Moosbrucker*

W., 4:30 - 6:15 (*2nd sem.*)

*Profs. Kellner, Berkowitz*

## Ps 261—SEMINAR IN CLINICAL INTERVENTION (3)

The examination of theories of neurosis and behavior disturbances yielding implications for clinical intervention at various levels ranging from preventive action at the institutional and primary group level to techniques of personality reconstruction. Implications for the differential therapeutic role of various professional groups.

*Not offered 1969-1970*

*Prof. vonFelsinger*

## Ps 263-264—RESEARCH TUTORIAL I, II (3, 3)

An apprenticeship in research. Each student participates to the developing level of his abilities, in the ongoing research of a faculty member. Emphasis is on bridging the gap between theory, methodology and technique, and their practical application to the solution of problems of human interest and concern in community settings.

*By arrangement*

*THE DEPARTMENT*

## Ps 271-272—FIELD WORK IN PSYCHO-SOCIAL ECOLOGY I, II (3, 3)

A two-semester sequence of supervised field work designed to link students and faculty to community organizations in Boston's inner city and to provide the experiential basis for the consideration of urban life in terms of psycho-social and ecological principles.

The work requires commitment of 2 days per week.

*By arrangement*

*THE DEPARTMENT*

## Ps 273—HUMAN ADAPTATION I (3)

The seminar surveys psychological and sociological correlates of social class, ethnic group membership and social mobility. It also reviews the psycho-social determinants and consequences of segregation and discrimination and the causes and consequences of suburbanization. Included for discussion are social class and ethnic attitudes and behavior expressed in work, marriage, and family interaction. This seminar also provides a review of theory and findings on normal social adaptation and psychopathology, and will consider current theories of psychological and social intervention in deviant behavior states.

*Not offered 1969-1970.*

*Prof. Phillips*

## Ps 275—TECHNIQUES OF COMMUNITY ANALYSIS (3)

Basic techniques of exploring and understanding community functioning. Emphasis is given to participant observation, open-end interviewing, interviewing and observation techniques, and exploration of available data such as census materials. The laboratory will involve the analysis of a community in the Boston area.

*M., 4:30 - 6:15 (1st sem.)*

*Prof. Morgan*

Ps 276—INTRODUCTION TO QUANTITATIVE COMMUNITY ANALYSIS (3)

A treatment of survey research, questionnaire construction, and an introduction to sampling theory. Topics include the nature of a data matrix, operational definitions, concept formation, and errors in data collection. Some attention will be given to statistical procedures for analysis of quantitative data. Laboratory exercises will include computer analysis of quantitative data.

M., 4:30 - 6:15 (*2nd sem.*)

*Prof. Morgan*

Ps 277-278—SOCIAL CHANGE I, II (3, 3)

The basic vehicle for learning about change functions in groups and organizations will be the T-Group. During the course of sensitivity training students will become familiar with many of the issues involved in group and organizational life such as decision-making process, leadership style, collaboration versus competition, norms and rule setting, etc. Using the actual ongoing experience generated by the group, the students will acquire skills in handling and diagnosing a wide range of interpersonal and group issues. The course will also be designed to experiment with and analyze various strategies for influencing group functions.

T., 4:30 - 6:15 (*both sems.*)

*Prof. Kellner*

Ps 284—SEMINAR IN CULTURE AND PERSONALITY (3)

An analysis of the complex interrelation of cultural and social environment on the development of personality and behavior, drawn from anthropological, sociological, and psychological research and theory.

*Not offered 1969-1970.*

*Prof. vonFelsinger*

Ps 290—CLINICAL BASIS OF COMMUNITY ACTION PROGRAMS (3)

This course focuses on those facets of clinical psychology relevant to community social action programs. It explores such issues as problems of identity, life styles, social roles, value systems, motive states, personality structure, psychological defenses, etc., as these are relevant to community intervention.

W., 4:30 - 6:15 (*1st sem.*)

*Prof. Phillips*

Ps 291—READINGS AND RESEARCH ON THE CLINICAL BASIS  
OF COMMUNITY ACTION PROGRAMS (3)

*By arrangement*

*Staff*

Ps 299-300—READINGS AND RESEARCH (3)

*By arrangement*

*THE DEPARTMENT*

Ps 301-302—THESIS SEMINAR (3)

*By arrangement*

*THE DEPARTMENT*

Ps 305-306—THESIS DIRECTION (2 points)

A two-point, non-credit course.

*By arrangement*

*THE DEPARTMENT*



Ps 310 (HU 310)—SEMINAR ON URBAN PLANNING AND POLICY (3)

An interdisciplinary, problem centered approach to urban-social policy. The approach is structured for extensive use of case records. Both faculty and students will be interdisciplinary.

*By arrangement*

*Prof. Iatridis & Staff*

Ps 311-312—ORGANIZATION OF HUMAN SERVICE (3, 3)

An examination of the network of services and facilities designed to deal with human and social problems in urban areas; consideration will be given to public assistance programs, housing, educational, family counseling, child welfare, mental health and other service programs. Second semester will focus on legislative, planning, and administrative structures which determine the patterning of these services in neighborhoods. Existing barriers and problems will be examined, methods of change in patterns of service will be considered.

T., 4:30 - 6:15 (*both sems.*)

*Prof. Ryan*

Ps 321-322—GROUP AND ORGANIZATIONAL BEHAVIOR (3, 3)

This course attempts to train the student in the analysis of human behavior in group and organizational settings, from the points of view of responsible agents of change. It covers group dynamics and interpersonal processes, organizational aspects of group behavior, and problems of leadership and change. It emphasizes the analysis of first-hand observational and interview data, and requires that the student prepare a report of his observations, analysis, and recommendations for remedial action in relation to an ongoing group situation in which he is involved as member or observer, or both.

M., 4:30 - 6:15 (*both sems.*)

*Prof. Moment*

Ps 327-328—FIELD WORK IN PSYCHO-SOCIAL CHANGE I, II (3, 3)

Supervised experience in action research projects in the areas of education, work, and health.

*By arrangement*

*THE DEPARTMENT*

Ps 329—INTRODUCTION TO MULTIVARIATE ANALYSIS IN  
BEHAVIORAL SCIENCE (3)

Topics include multivariate distributions, correlation and regression, causal analysis, and factor analysis. Laboratory exercises will include computer analysis of multivariate data.

*Prerequisite: One year of statistics or equivalent.*

*Lab required.*

F., 4:30 - 6:15 (*1st sem.*)

*Prof. Nuttall*

Ps 330—ADVANCED TOPICS IN MULTIVARIATE STATISTICAL  
ANALYSIS (3)

Discriminate function, canonical correlation, model building and simulation techniques. A professional-level paper using multivariate procedures will be written.

*Prerequisite: Ps 329 or equivalent.*

*Lab required*

F., 4:30 - 6:15 (*2nd sem.*)

*Prof. Nuttall*

**Ps 331-332—SEMINAR IN COMMUNITY DYNAMICS (3, 3)**

This seminar is designed to study the dynamics of social change in an urban community with attention to both theory and practice. It will also serve as a forum for change, analysis and evaluation of student field work experience.

T., 4:30 - 6:15 (*both sems.*)

*Mrs. Wright*

**Ps 375—MATHEMATICAL AND STATISTICAL FOUNDATION FOR  
BEHAVIORAL SCIENCE (3)**

Basic topics in mathematics needed for theoretical and statistical work in the behavioral sciences. Included are treatments of elementary set theory, the nature of numbers, algebra of vectors and matrices, and aspects of sequences, limits, convergences, and the calculus. Elementary aspects of probability will also be treated.

*Prerequisite: One semester of statistics or equivalent.*

*Lab required.*

Th., 4:30 - 6:15 (*1st sem.*)

*Prof. Nuttall*

**Ps 376—INTERMEDIATE STATISTICS FOR BEHAVIORAL SCIENCE  
RESEARCH (3)**

Treatment of random variables, probability distributions, expected values, population characteristics, sampling distributions, estimators, and hypothesis testing.

*Assumes Ps 375 or equivalent.*

*Lab required.*

Th., 4:30 - 6:15 (*2nd sem.*)

*Prof. Nuttall*

**Ps 377-378—SOCIAL CHANGE III, IV (3, 3)**

An examination of social experimentation in the laboratory and in the field viewed as types of planned social change. Selected literature will be reviewed to identify the theory and practice of laboratory and field experimentation. Students will design and conduct a laboratory and field experiment.

W., 4:30 - 6:15 (*both sems.*)

*Prof. Horwitz*

**Ps 401-402—ADVANCED METHODOLOGY OF COMMUNITY ANALYSIS  
AND RESEARCH (3, 3)**

*Not offered 1969-1970.*

**Ps 411—COMMUNITY DEVELOPMENT (3)**

A study of theories and techniques involved in deliberate efforts of human, social and economic development. Focus will be on ideological structures of larger communities and the psychodynamics of individuals to provide basic understanding of community development process. Particular attention will be given to those methods which educate people from the grass-roots level to become effectively involved in determining and executing those programs or actions which affect their lives.

M., 4:30 - 6:15 (*2nd sem.*)

*Prof. Phillips*

PS 421-422—FIELD RESEARCH IN COMMUNITY SOCIAL PSYCHOLOGY  
(3-6, 3-6 hrs.)

*By arrangement*

*THE DEPARTMENT*

PS 453—SEMINAR IN SOCIAL CONFLICT (3)

This seminar will examine current crises in the American social scene. The forces at work in society today which lead to confrontation between blacks and whites, yippies and police, students and administration, etc., will be analyzed from social, psychological, and theoretical basis, as well as from other relevant disciplines. In addition to examination of the literature, demonstrations and experiential activities will be used as learning vehicles. Opportunities for on-sight field experience in urban areas of conflict will be provided.

W., 4:30 - 6:15 (1st sem.)

*Prof. Kellner*

PS 500—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the Graduate Office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

PS 501—DEVELOPMENTAL PLANNING (2)

Seminar on planning as a unified process. Exploration of leading factors in comprehensive development; practical applications integrating social, economic, spatial and other aspects of urban growth with urban development in the context of planned social change.

*By arrangement*

*Prof. Iatridis*

PS 531-532—FIELD IN PLANNED SOCIAL CHANGE (3, 3)

*Not offered 1969-1970.*

PS 533-534—SEMINAR ON PLANNED SOCIAL CHANGE (3, 3)

*Not offered 1969-1970.*



## DEPARTMENT OF ROMANCE LANGUAGES

*Professors:* NORMAND R. CARTIER\*, REV. JOSEPH D. GAUTHIER, S.J., VITO GIUSTINIANI, VINCENT A. McCROSSEN, ERNEST A. SICILIANO, MARIA SIMONELLI, GEORGES ZAYED.

*Associate Professors:* NORMAN ARAUJO (*Acting Chairman*), JOSEPH FIGURITO, GUILLERMO L. GUITARTE, VERA G. LEE, ROBERT L. SHEEHAN, REBECCA M. VALETTE.

*Assistant Professors:* JACQUELINE ENOS, PAUL KARDOS, CHARLES A. LEMELAND, CASPER J. MORSELLO, VIVIANE TACONET BARCLAY TITTMANN, MILDRED E. VIEIRA.

*Instructors:* MONIQUE FOL, SERVANDO TIJERINA.

\*On leave of absence, Fall-Spring Terms 1969-1970.

## GRADUATE PROGRAMS IN ROMANCE LANGUAGES

The Department of Romance Languages offers Master of Arts, Master of Arts in Teaching, and Doctor of Philosophy programs in French, Italian, and Spanish. Course offerings and degree requirements have been organized to provide candidates with a solid grasp of their general field of interest, as a foundation for doctoral research work, or in preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or in the development of his proficiency as a language teacher.

Courses are also offered in Mediaeval Latin, Portuguese, Provençal, and Rumanian to qualified students and teachers eager to develop competence in these areas. With permission of the Department, degree candidates in French, Italian or Spanish, who have completed course coverage of their major field, may take these courses for credit toward their degree.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields. They may be counted by degree candidates in French, Italian or Spanish, toward fulfillment of their course requirements, once these candidates have covered their chosen field.

## PREREQUISITES FOR ADMISSIONS

Students applying for admission to graduate degree programs in Romance Languages and Literatures must satisfy the following prerequisites:

1) They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient

number of courses more limited in scope, passed with distinction, satisfy this requirement.

2) At least two periods or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

3) Candidates must have acquired an active command of their major language, and be able to understand lectures, participate in seminar discussions, and write term papers in reasonably correct French, Italian or Spanish.

Applicants with deficiencies in any of these prerequisites, but with good potentialities for graduate study, may be admitted conditionally, with the understanding that these deficiencies will be eliminated before they are considered degree candidates in full standing.

### THE MASTER OF ARTS DEGREE

Candidates for the M.A. in Romance Languages must earn a minimum of thirty credits in courses distributed over the major periods of their chosen literature. No less than twelve (12), but no more than fifteen (15) credits must be earned in courses numbered from 100 to 200.

### THE MASTER OF ARTS IN TEACHING

Candidates for the M.A.T. in Modern Languages must earn at least fifteen credits in their major language and literature. Their program should include a course in Stylistics if their previous training does not include this subject. In addition, they are expected to familiarize themselves with those works in the Departmental Reading Lists which are designated as required for all degree candidates.

#### *Comprehensive Oral Examinations*

Upon completion of his course requirements, an M.A. or M.A.T. candidate must pass a comprehensive oral examination, of no more than one hour's duration, to demonstrate mastery of his field in the following respects:

1) Knowledge of literature in his field of specialization. The examination is focused upon the candidate's course record, with questioning of a more general nature based upon the Departmental Reading Lists.

2) Fluency in the use of his major language. A sufficient portion of the examination is conducted in French, Italian or Spanish, to determine the candidate's proficiency.

3) A general knowledge of the history of the language which the candidate expects to teach.

*The Master of Arts Thesis*

A candidate for the M.A. whose course background is considered adequate, and who gives positive indications of ability to produce original, meaningful research work, may be authorized to offer a thesis in lieu of six course credits. This permission is granted by the Chairman, upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who would be involved in the direction of the thesis.

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other requirements. However, they are expected to demonstrate their ability to do individual work at the graduate level in seminars and term papers.

### THE DOCTOR OF PHILOSOPHY PROGRAM

The Department of Romance Languages offers a Ph.D. program in three areas of concentration:

- I. Romance Philology
- II. Romance Literature
- III. Comparative Mediaeval Literature

*Prerequisites and Requirements*

1) Candidates for admission must have an active command of their major language. By the third semester of graduate study, they should have completed a general coverage of their major literature.

2) A reading knowledge of Latin is required of all candidates and should be achieved early in the program. This requirement may be satisfied by passing ML 205 or an equivalent acceptable to the Department, or by taking a qualifying examination. In addition, students specializing in Romance Philology must be able to read German while those who elect a concentration in Romance Literature or Comparative Mediaeval Literature may, with the approval of the Department, substitute another language, outside the field of Romance, e.g. Russian or Arabic, for German, if it is more pertinent to their specific doctoral objectives.

3) Applicants whose academic backgrounds reveal deficiencies may be admitted on a basis of unusual talent and potential development, but they must expect a longer period of course work than is usually required.

4) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations.

5) Comprehensive examinations covering various aspects of the program may be staggered over more than one examination period; however, they should be completed before the end of the fifth year of graduate study.



6) The subject of the dissertation must be submitted for approval by the Department upon successful completion of the comprehensive examinations.

#### PLAN I: *Romance Philology*

Candidates electing the doctoral program in Romance Philology must develop graduate capabilities in the following areas:

- 1) History of the French, Italian *and* Spanish languages.
- 2) History of the Portuguese *or* the Provençal language.
- 3) History of the major literature (French, Italian or Spanish: general coverage).

Comprehensive examinations covering area 1 will be both written and oral. The examination dealing with 2 and 3 will be written only.

The dissertation may be a study in Romance Philology or the critical edition of an early text in the major literature.

#### PLAN II: *Romance Literature*

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

- 1) History of the major literature. (French, Italian or Spanish).
- 2) Comparative study of a major period or literary movement in three modern literatures. One of these may be outside the field of Romance. The option includes English.
- 3) History of the major language.

The comprehensive examinations covering area 1 will be both written and oral. The examination dealing with 2 and 3 will be written only.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

#### PLAN III: *Comparative Mediaeval Literature*

##### *Prerequisites and Requirements*

1) Applicants should have an active command of two of the languages they will study, and a course background in at least one mediaeval literature.

2) General coverage of the major literature should be completed by the third semester of graduate study.

3) A reading knowledge of Mediaeval Latin and German is required and a qualifying examination must be taken early in the program.

4) Six credits in mediaeval English, German, Latin or Slavic may be included in the candidates' program, if their doctoral objectives are related to these fields.

Doctoral candidates specializing in Comparative Mediaeval Literature must develop competence in the following areas:

- 1) History of three mediaeval literatures. At least two of these must be selected from the following group: French, Italian, Spanish. The third may be Portuguese, Provençal, or outside the field of Romance.
- 2) History of the major literature. (French, Italian, or Spanish: general coverage).
- 3) History of the major language.

Examinations covering area 1 will be both written and oral; those dealing with 2 and 3 will be written only.

The subject of the dissertation will deal with a problem in comparative mediaeval literature.

### FINANCIAL ASSISTANCE

*N.D.E.A. Fellowships:* (Title IV)—\$2,000 - \$2,200 - \$2,400, plus usual allowances for Summer Study and dependents.

*University Fellowships:* A \$2,500 award to an unusually promising applicant, without any obligation on his part of service to the University.

*Teaching Fellowships:* Stipends range from \$2,400 to \$3,000, plus full remission of tuition during the academic year and the summer session. Fellows are responsible for six hours of teaching in the undergraduate colleges.

*Graduate Assistantships:* Stipends are \$2,000 plus full remission of tuition. Graduate students are expected to provide research and clerical assistance, or student guidance in the language laboratory, on an average of twelve hours per week.

Appointments are competitive; they are based upon the candidates' background and experience. In the case of teaching fellows, a personal interview is desirable.

### COURSES OF INSTRUCTION

For intensive reading courses in French, consult the catalogue of the College of Arts and Sciences, and also page ..... of this catalogue.

### FRENCH (FR)

FR 111-112—FRENCH LITERATURE OF THE MIDDLE AGES (3, 3)

The origin and growth of literary genres in France, from the tenth through the fifteenth century. Analysis of epic legends, novels of chivalry, Mediaeval drama, and lyric poetry from the songs of the troubadours to the *Testament* of François Villon. *Conducted in French.*

*Not offered in 1969-1970, to be given in 1970-1971. Prof. Cartier*

## FR 121-122—THE RENAISSANCE IN FRANCE (3, 3)

A study of the historical, philosophical, and literary movements which molded the French Renaissance. Selections from Marot, Rabelais, Marguerite de Navarre, the poets of the Pléiade, Agrippa, d'Aubigné, Montaigne, and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century. *Conducted in French.*

T., Th., 4:30 - 5:45 (*both sems.*)

*Prof. Lemeland*

## FR. 131-132—SEVENTEENTH CENTURY LITERATURE (3, 3)

A study of the classical literature of the age. Works of philosophers and moralists, such as Descartes, Pascal, La Rochefoucauld, La Bruyère, and plays of Corneille, Racine, and Molière will be given particular attention. *Conducted in French.*

M., W., 4:30 - 5:45 (*both sems.*)

*Prof. Taconet*

## FR. 141-142—FRENCH LITERATURE OF THE EIGHTEENTH CENTURY (3, 3)

The course will focus upon outstanding works which reflect the moral and aesthetic climate of eighteenth century France. Selections will be read from Montesquieu, Voltaire, Diderot, Beaumarchais, Prévost, Rousseau, and others. *Conducted in French.*

T., Th., 3:00 - 4:15 (*both sems.*)

*Prof. Lee*

## FR. 151-152—ROMANTICISM AND REALISM IN FRENCH LITERATURE (3, 3)

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces. *Conducted in French.*

T., T., 3:00 - 4:15 (*both sems.*)

*Prof. Araujo*

## FR. 155-156—THE SYMBOLIST MOVEMENT IN FRENCH LITERATURE (3, 3)

The origins of symbolism, its masters, and the characteristics of their poetry. Selected texts from Baudelaire, Verlaine, Rimbaud, Mallarmé, Regnier, Laforgue, et al, will be analyzed. *Conducted in French.*

T., Th., 1:30 - 2:45 (*both sems.*)

*Prof. Zayed*

## FR. 161-162—FRENCH LITERATURE IN THE TWENTIETH CENTURY (3, 3)

An analysis of literary trends in France, from World War I to the present. Novels, plays, and essays of significant writers will be read as reflections of the human condition, and of the problems of man in our times. *Conducted in French.*

M., W., F., 10:00 - 10:50 (*both sems.*)

*Prof. Gauthier, S.J.*

## FR. 175-176—CULTURAL BACKGROUND OF FRENCH LITERATURE (3, 3)

The cultural and artistic achievements of the French nation, from the Middle Ages to the present day, and their relation to the major trends and developments in French literature. *Conducted in French.*

M., F., 3:00 - 4:15 (*both sems.*)

*Prof. Fol*



## FR. 181-182—ADVANCED COMPOSITION (3, 3)

The purpose of this course is to strengthen the student's mastery of French syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. Not for graduate credit. *Conducted in French.*

M., W., 4:00 - 5:15 (*both sems.*)

*Prof. Enos*

## FR. 205—HISTORY OF THE FRENCH LANGUAGE (3)

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems. *Conducted in French.*

T., 4:30 - 6:15 (*1st sem.*)

*Prof. Simonelli*

## FR. 206—READINGS IN OLD FRENCH (3)

From courtly poetry to the realism of the thirteenth century. Selections from Marie de France, Conon de Bethune, Hélinant de Froidmont, Jean Bodel, Gautier de Coincy, Thibaut de Champagne, Guillaume de Lorris, Jean de Meung and Rutebeuf. *Conducted in French.*

T., 4:30 - 6:15 (*2nd sem.*)

*Prof. Simonelli*

## FR 215—THE FRENCH EPIC (3)

Study of the *Chanson de Geste*. Origins and development of the cycles glorifying the exploits of Charlemagne, Guillaume d'Orange, Renaud de Montauban, Garin de Montglane, and Godefroy de Bouillon. The *Chanson de Roland* will be analyzed as a model. *Conducted in French.*

W., 4:30 - 6:15 (*1st sem.*)

(*to be announced*)

## FR 216—THE ROMAN COURTOIS (3)

Study of the Romans Antiques, the works of Chrétien de Troyes and his followers. The doctrine of courtly love illustrated in the aristocratic novel and its allegorical sublimation in the *Roman de la Rose*. *Conducted in French.*

W., 4:30 - 6:15 (*2nd sem.*)

(*to be announced*)

## FR. 217—OLD FRENCH LYRICS (3)

Indigenous poetry of Northern France and the heritage of the troubadours of Provence. Selections from the trouvères, Jean Bodel, Rutebeuf, Thibaut de Champagne, Adam le Bossu and others. Love, life in the Middle Ages, and the crusades as sources of inspiration. *Conducted in French.*

*Given every third year. Not offered in 1969-1970.*

*Prof. Cartier*

## FR. 218—MIDDLE FRENCH LYRICS (3)

Appearance and growth of the personal element in the lyric poetry of the 14th and 15th Centuries. Machaut, Deschamps, Christine de Pisan, Alain Chartier, Charles d'Orléans and others. The course will be focused upon the poetry of François Villon. *Conducted in French.*

*Given every third year. Not offered in 1969-1970.*

*Prof. Cartier*

## FR 220—THE MEDIAEVAL THEATRE IN FRANCE (3)

Development of the religious drama from Latin tropes to passion plays. The *Jeu d'Adam*, Jean Bodel's *Jeu de Saint Nicolas*, Rutebeuf's *Miracle de Théophile* and selections from the *Mystères de la Passion* will be analyzed. Development of the mediaeval comedy will be studied in *Courtois d'Arras*, the *Jeu de la Feuillée*, the *Farce de Pathelin*, and others. *Conducted in French.*

*Given every third year. Not offered in 1969-1970. Prof. Cartier*

## FR. 221—FRENCH CHRONICLERS OF THE MIDDLE AGES (3)

The deviation of the fourth Crusade and the conquest of Constantinople; the life and deeds of Saint Louis; the Hundred Years War and expeditions of the French and English into Spain, Italy, Africa and the Near East; Louis XI's struggle against Burgundy and the birth of the modern state. Villehardouin, Joinville, Froissart and Commiyes as witnesses of their times. *Conducted in French.*

*Given every third year. Not offered in 1969-1970. Prof. Cartier*

## FR 225—STUDIES IN RABELAIS (3)

The great humanistic surge of the 16th century in France, and its culmination in the creative genius of Rabelais. The Utopia of the Renaissance and the paragon of artistic realism in *Gargantua and Pantagruel*. "Le gigantisme" as an instrument of satire. *Conducted in French.*

W., 4:30 - 6:15 (1st sem.) *Prof. Lemeland*

## FR 226—POETRY OF THE PLEIADE (3)

Pléiade literary theory preached and applied. Extensive readings of the works of Ronsard and Du Bellay. Selections from the other poets of the group. Literary movement studied against the background of the political and social life of the nation. *Conducted in French.*

W., 4:30 - 6:15 (2nd sem.) *Prof. Lemeland*

## FR 227—STUDIES IN MONTAIGNE (3)

The quest of wisdom in the face of the wars of religion. Montaigne's progress from meditation over the philosophers of antiquity to the discovery of his personal microcosmos. The art of communication in *Les Essais*, a source book for later moralists in search of the modern conscience. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970. Prof. Lemeland*

## FR 228—FRENCH THEATRE OF THE SIXTEENTH CENTURY (3)

The theatre of the sixteenth century examined as a transition from the mediaeval dramatic concepts and as the preparation of classicism. Special emphasis will be placed on the works of Jodelle, Grévin, Garnier and Moncrétien. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970. Prof. Taconet*

## FR. 230—FRENCH NARRATIVE PROSE IN THE SEVENTEENTH CENTURY (3)

The course will focus upon the works of Sorel, Scarron, Furetière, Mme. de Sévigné and Mme. de la Fayette. *Conducted in French.*

T., 4:30 - 6:15 (2nd sem.) *Prof. Taconet*

FR 231—MORALISTS OF THE XVII<sup>TH</sup> CENTURY (3)

A study of ideas and reflections of the writers of the period. The works of François de Sales, Pascal, Descartes, La Bruyère, Bossuet and La Rochefoucauld will be discussed. *Conducted in French.*

T., 4:30 - 6:15 (1st sem.)

Prof. Figurito

## FR 233—THE PLAYS OF CORNEILLE (3)

A study of the foundation and theories of the Classical French Theatre, status of production and changes in scenery, the advent of Corneille in 1629. The course will consist of analysis and discussions of Corneille's major and minor works. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.* Prof. Figurito

## FR 234—THE TRAGEDIES OF RACINE (3)

The Jansenistic trend and its influence on Racine. Classical theories with more human vraisemblance. Lectures and discussions on the plays of the first Racine and the plays of conciliation of the prodigal son. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.* Prof. Figurito

## FR 236—THE COMEDY OF MOLIÈRE (3)

A study of the development of French comedy from farce and *commedia dell'arte* to the advent of J. B. Poquelin. Method of observation and portrayal of reality in criticism of his era. Molière as a writer, director, producer and actor. Influence of Gassendi and Italian theatre. *Conducted in French.*

T., 4:30 - 6:15 (2nd sem.)

Prof. Figurito

## FR 237—THE BAROQUE MOVEMENT IN FRENCH LITERATURE (3)

Baroque literature studied as a mode of thought in French poets and dramatists. Selections from Théophile de Viau, Rocan, Saint Amant, Garnier, Rotrou, Corneille and Racine will be analyzed. *Conducted in French.*

T., 4:30 - 6:15 (1st sem.)

Prof. Taconet

## FR 241—THE FRENCH ENLIGHTENMENT (3)

The philosophers of Enlightenment and ideal of progress in the *Encyclopédie*. The role of Montesquieu, Voltaire, Diderot, Rousseau and others in formulating and disseminating the ideas that led to the French Revolution and influenced the modern way of life. *Conducted in French.*

*Not offered in 1969-1970.*

Prof. Lee

## FR 243—VOLTAIRE AND ROUSSEAU (3)

The literary and philosophical writings of the two men who dominated 18th century French literature and thought. These writers will be studied in the context of their relationship, of their prerevolutionary significance and of their influence on modern civilization. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.*

Prof. Lee



## FR 244—THE EIGHTEENTH CENTURY THEATRE IN FRANCE (3)

Classicism and modern innovations in the French theatre of the 18th century. This course will concentrate on the comedies of Marivaux, Beaumarchais, Lesage and Dancourt, and the *drame bourgeois* of Diderot and his disciples. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970. Prof. Lee*

## FR 245—THE EIGHTEENTH CENTURY NOVEL (3)

An analysis of narrative masterpieces as an expression of the philosophical and aesthetic trends of the period. The course will focus upon the *contes* and *romans* of Prévost, Voltaire, Diderot and Rousseau. *Conducted in French.*

W., 4:30 - 6:15 (1st sem.) *Prof. Lee*

## FR 251—THE FRENCH THEATRE IN THE NINETEENTH CENTURY (3)

A study of Romanticism, Realism, and Naturalism in French drama of the 19th century, between Hugo's *Hernani* and Antoine's *Théâtre Libre*. Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier and Becque. *Conducted in French.*

M., 4:30 - 6:15 (1st sem.) *Prof. Araujo*

## FR 253—ROMANTIC POETRY OF THE XIXTH CENTURY (3)

The literary doctrine, themes and artistic virtuosity of the romantic poets, as they appear in most significant creations of Lamartine, Hugo, Musset and Vigny. *Conducted in French.*

*Given every third year. Not offered in 1969-1970. Prof. Araujo*

## FR 254—VICTOR HUGO (3)

The impact of Hugo's personality and creative genius on the literary evolution of his time. An examination of his role as high priest of the Romantic movement and an assessment of his contribution to the development of French poetry and prose. *Conducted in French.*

*Given every third year. Not offered in 1969-1970. Prof. Araujo*

## FR 255—BALZAC'S HUMAN COMEDY (3)

An appreciation of Balzac's role in the development of the French novel through an examination of his most significant works. Conception, framework and elaboration of the "comédie humaine". *Conducted in French.*

*Given every third year. Not offered in 1969-1970. Prof. Araujo*

## FR 256—STENDHAL AND FLAUBERT (3)

The evolution of the realist novel in the nineteenth century, as it appears in the works of its outstanding exponents. *Beylisme* and *bovarisme* as romantic reactions against the prosaic environment of reality. *Conducted in French.*

*Given every third year. Not offered in 1969-1970. Prof. Araujo*

## FR 258—CONTES ET NOUVELLES IN THE NINETEENTH CENTURY (3)

While devoting proper attention to the general evolution of the *conte* in the nineteenth century, the course will center around the most significant works of Mérimée, Maupassant and Daudet. *Conducted in French.*

*Given every third year. Not offered in 1969-1970. Prof. Araujo*

## FR 259—THE PARNASSIAN POETS (3)

*L'Art pour l'art* as an aesthetic ideal. Its crystallization in the poems of Théophile Gautier, Théodore de Banville, Leconte de Lisle and Hérédia. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970. Prof. Zayed*

FR 260—VERLAINE (*Seminar*) (3)

The lyrical genius of "Pauvre Lelian" and his creation of music with symbols: *Poèmes saturniens*, *Fêtes galantes*, *Sagesse*, etc., as artistic reflections of the poet's turbulent existence.

W., 4:30 - 6:15 (2nd sem.)

*Prof. Zayed*

FR 261—BAUDELAIRE (*Seminar*) (3)

The drama of Baudelaire's inner life: satanism versus spiritualism. Originality of his poetry centered in "le frisson nouveau", *correspondences* and symbol. *Les Fleurs du Mal* at the poetic crossroads of the XIXth century. *Conducted in French.*

W., 4:30 - 6:15 (1st sem.)

*Prof. Zayed*

FR 262—RIMBAUD (*Seminar*) (3)

Rimbaud's experiment with "le dérèglement des sens" and *Saison en Enfer*. His contributions to the development of modern trends in French poetry. *Conducted in French.*

F., 4:30 - 6:15 (2nd sem.)

*Prof. Zayed*

## FR 263—THE FRENCH NOVEL IN THE TWENTIETH CENTURY (3)

Transitional problem of the novel, as it evolved from its nineteenth century prototype: the problem of adolescence and various solutions proposed in the works of Alain Fournier, Cocteau, Gide, Colette, Mauriac, Malraux and others. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.*

*Prof. Gauthier, S.J.*

## FR 264—PROUST: THE MAN AND HIS WORKS (3)

Problems in Proustian studies concerning early versions of "A la recherche du temps perdu," time, the two memories, and the Proustian vision of the world, will constitute the core of the course. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.*

*Prof. Gauthier, S.J.*

## FR 265—THE LITERATURE OF EXISTENTIALISM IN FRANCE (3)

Analysis of representative works of Sartre, Simone de Beauvoir, and Camus. The anti-novel of Robbe-Grillet and Butor. The theatre of Ionesco, Beckett and Genet as an expression of existentialist doctrine. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.*

*Prof. Gauthier, S.J.*

## FR 267—SURREALISM IN FRANCE (3)

Studies in Surrealism as a way of life and an artistic expression; its emergence and relation to Existentialism and the Arts. The course will focus upon the works of Apollinaire, Breton, Aragon, Eluard et al. *Conducted in French.*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Gauthier, S.J.*

FR 268—FRANCOIS MAURIAC (*Seminar*) (3)

The novels of Mauriac will be discussed as artistic expressions of the problem of evil and "l'inquiétude spirituelle" in the modern world. The crystallization of Mauriac's ideas in the unforgettable characters of Thérèse, Brigitte and Genetrix. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.*

*Prof. Gauthier, S.J.*

FR 269—ANDRE GIDE (*Seminar*) (3)

Discussion will deal with the author's life and the basic tenets of "le gidisme"; Gide as literary critic and experimental novelist; his influence upon the younger generation of writers in France. *Conducted in French.*

T., 4:30 - 6:15 (1st sem.)

*Prof. Gauthier, S.J.*

FR 270—MALRAUX (*Seminar*) (3)

Malraux as a man of action and a man of letters has had a unique range of experience: archeologist, novelist, Resistance fighter, art historian and statesman. Readings will parallel his experience from the early Surrealist writings to his *Antimémoires*. *Conducted in French.*

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Gauthier, S.J.*

## FR 271—THE FRENCH THEATRE IN THE TWENTIETH CENTURY (3)

A study of French drama and stage production from World War I to the present time. Special attention will be given to plays of Claudel, Sartre, Camus and the contemporary "theatre of the absurd." *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.*

*Prof. Lee*

## FR 273—STEPHANE MALLARME (3)

A study of Mallarmé's poetry, and of his influence upon the group of young writers who gravitated around him. The birth and growth of the Symbolist movement. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970.*

*Prof. Zayed*



## FR 274—PEGUY AND APOLLINAIRE (3)

A study of contrasts in two modern conceptions of poetry. Literature as a polemic instrument for the exaltation of patriotic and religious virtues in Péguy; the personal experiences of an anarchist and dilettante as sources of inspiration for Apollinaire. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970. Prof. Zayed*

## FR 275—THE POETRY OF CLAUDEL AND VALÉRY (3)

Two poetic visions of man and the world. Symbolism as the handmaid of mystical inspiration in the poetry of Claudel, and as the expression of scientific idealism in the hermetic compositions of Valéry. *Conducted in French.*

*Given in alternate years. Not offered in 1969-1970. Prof. Zayed*

## FR 281-282—FRENCH STYLISTICS (3, 3)

This course is designed to give advanced students and prospective teachers of French a grasp of stylistics, and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. *Conducted in French.*

*Prerequisite: French 181-182 or the equivalent.*

M., W., 4:30 - 5:45 (both sems.)

*Prof. Fol*

## ITALIAN (It)

IT 113—DANTE: A STUDY OF HIS POETRY AT THE TIME OF THE *VITA NUOVA* (3)

Formation of Dante's poetic language through the cultural experiences of his youth. *Conducted in Italian.*

*Given every third year. Not offered in 1969-1970. Prof. Simonelli*

IT 116—DANTE: THE *INFERNO* (3)

The first cantica of the *Divina Commedia* will be analyzed in the light of its political, religious and literary significance. *Conducted in Italian.*

*Given every third year. Not offered in 1969-1970. Prof. Figurito*

IT 117—DANTE: *PURGATORIO* (3)

A continuation of the preceding course with stress on the second cantica. *Conducted in Italian.*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Figurito*

IT 118—DANTE: *PARADISO* (3)

A continuation of the *Divina Commedia* with stress on the third cantica. *Conducted in Italian.*

*Given every third year. Not offered in 1969-1970. Prof. Figurito*

## IT 119—THE WORKS OF PETRARCA (3)

A study of the important works of the poet laureate in the light of his character and his time. Analysis and discussion will be focused on the *Canzoniere* and *I Trionfi*. *Conducted in Italian.*

*Given in alternate years. Not offered in 1969-1970. Prof. Figurito*

## IT 120—THE WORKS OF BOCCACCIO (3)

A study of Boccaccio, the man, reflected in his works. Particular attention will be given to the *Decamerone* as the universal opus embodying the known world of his time, which closes the Mediaeval Period. *Conducted in Italian.*

Th., 4:30 - 6:15 (2nd sem.)

Prof. Figurito

## IT 121-122—THE RENAISSANCE IN ITALY (3, 3)

A study of the principles and spirit of Humanism, leading to an analysis of the Renaissance, through selected readings from the works of Ariosto, Tasso, Machiavelli, Cellini, and other representative authors. *Conducted in Italian.*

T., Th., 4:30 - 5:45 (both sems.)

(to be announced)

## IT 123—PETRARCHISM IN ITALY DURING THE SIXTEENTH CENTURY (3)

The theory of imitation and the poetic practice. From Bembo and Pier Francesco Pico to Bernardo Tasso. *Conducted in Italian.*

*Given every third year. Not offered in 1969-1970. Prof. Simonelli*

## IT 126—MACCHIAVELLI (3)

A close reading of the *Principe*. The philological aspect will be stressed. *Conducted in Italian.*

*Given every third year. Not offered in 1969-1970. Prof. Simonelli*

## IT 158—LEOPARDI (3)

The *Operette Morali* and the period of the great *Idillii* (1824-1830): a moment in European Romanticism. *Conducted in Italian.*

*Given every third year. Not offered in 1969-1970. Prof. Simonelli*

## IT 181—ADVANCED COMPOSITION (3)

The purpose of this course is to strengthen the student's mastery of Italian syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. Not for graduate credit. *Conducted in Italian.*

*Given in alternate years. Not offered in 1969-1970.*

## IT 182—ITALIAN STYLISTICS (3)

This course is designed to give advanced students and prospective teachers of Italian a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. *Conducted in Italian.*

*Prerequisite: Italian 181 or the equivalent.*

*Given in alternate years. Not offered in 1969-1970. Prof. Figurito*

## IT 205—HISTORY OF THE ITALIAN LANGUAGE (3)

A study of the development of the Italian language, through analysis of the earliest extant documents, from the Veronese riddle to the first literary texts. *Conducted in Italian.*

M., 4:30 - 6:15 (1st sem.)

Prof. Simonelli

## IT 206—READINGS IN EARLY ITALIAN (3)

A philological analysis of early literary texts in Italy. The course will focus upon the poets of the "duecento." *Conducted in Italian.*

*Prerequisite: Italian 205 or the equivalent.*

M., 4:30 - 6:15 (2nd sem.)

*Prof. Simonelli*

## IT 264—MODERN ITALIAN POETRY (3)

The course will be focused upon the works of Carducci, Pascoli and d'Annunzio. *Conducted in Italian.*

W., 4:30 - 6:15 (2nd sem.)

*(to be announced)*

## PORTUGUESE (Pt)

## PT 31-32—INTRODUCTION TO PORTUGUESE (3, 3)

An intensive course for Department majors or other students with an interest in the language and culture of Portugal and Brazil. Fundamental elements for Portuguese will be assimilated rapidly. The reading and discussion of selected texts will be treated as a cultural initiation.

T., Th., 1:30 - 2:45 (both sems.)

*Prof. Araujo*

## PT 41-42—CONVERSATIONAL PORTUGUESE (3, 3)

The course is designed to improve the student's linguistic abilities. Classroom discussion and oral reports are based on literary and non-literary readings. *Conducted in Portuguese.*

M., F., W., 1:00 - 1:50 (both sems.)

*Prof. Vieira*

## PT 71—READINGS IN PORTUGUESE LITERATURE (3)

The novels and poetry of prominent Portuguese writers of the 19th and 20th centuries will be read, to develop the student's appreciation of cultural material and his ability to discuss it in Portuguese. *Conducted in Portuguese.*

*Given in alternate years. Not offered 1969-1970.*

*Prof. Vieira*

## PT. 72—READINGS IN BRAZILIAN LITERATURE (3)

The course will focus upon the works of the foremost novelists and poets of modern Brazil, to develop the student's appreciation of Brazilian culture and his ability to discuss it in Portuguese. *Conducted in Portuguese.*

*Given in alternate years. Not offered 1969-1970.*

*Prof. Vieira*

## PT 222—MEDIAEVAL PORTUGUESE (3)

An introduction to the linguistic development of the Portuguese language will be given in conjunction with readings in early texts. These will include: Galician-Portuguese lyrics, selections from the *Leal Conselheiro* of King Duarte, and chronicles of Fernao Lopes and Gomes Eanes de Zurara.

M., 3:00 - 4:45 (2nd sem.)

*Prof. Vieira*



## PT 225—THE THEATRE OF GIL VICENTE (3)

Readings in Portuguese of selected plays by this father of the Portuguese theatre. Attention will also be paid to the origin and development of the Vicentine theatre and its reflection of Portuguese society in the sixteenth century.

M., 3:00 - 4:45 (*1st sem.*)

*Prof. Vieira*

## PT 255—THE NOVELS OF ECA DE QUEIROZ (3)

This course will feature the reading and analysis of the novels of this nineteenth century Portuguese writer.

M., 3:00-4:45 (*1st sem.*)

*Prof. Vieira*

## RUMANIAN (Ru)

## RU 31-32—INTRODUCTION TO RUMANIAN (3, 3)

This is a course for beginners. It stresses developing simultaneously the fundamental skills: reading ability, aural, comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

T., Th., 9:00 - 10:15 (*both sems.*)

(*to be announced*)

## RU 141-142—INTERMEDIATE RUMANIAN (3, 3)

This course is designed to consolidate the first-year study of Rumanian through review of the basic elements of grammar and syntax, and to develop the student's language proficiency through close reading of selected texts, oral practice, and written composition.

T., Th., 3:00 - 4:15 (*both sems.*)

(*to be announced*)

## SPANISH (Sp)

## SP 115-116—SPANISH LITERATURE OF THE MIDDLE AGES (3, 3)

The origin and growth of literary genres in Spain, from the eleventh through the fifteenth century. Readings in the epic poetry, the works of Alfonso el Sabio, the *Conde Lucanor*, *El Libro de Buen Amor*, Santillana, Jorge Manrique, and the Cancioneros of the 15th century. *Conducted in Spanish.*

M., F., 4:00 - 5:15 (*both sems.*)

*Prof. Morsello*

## SP 131-132—LITERATURE OF THE GOLDEN AGE (3, 3)

A study of the major authors and their works, with extensive required readings. *Conducted in Spanish.*

M., W., F., 1:00 - 1:50 (*both sems.*)

*Prof. Siciliano*

## SP 151-152—SPANISH LITERATURE OF THE NINETEENTH CENTURY (3, 3)

Analysis of the principal literary movements in Spain during the nineteenth century. The Romantic lyrics and drama; costumbrismo and the realist novel; Galdos' *Episodios Nacionales*; the Naturalistic school. *Conducted in Spanish.*

*Not offered 1969-1970. To be given in 1970-1971.*

## SP 161-162—SPANISH LITERATURE OF THE TWENTIETH CENTURY (3, 3)

A study of the generation of '98 and the *Modernista* movement, as well as the post-Civil War novel, theatre, and poetry. Representative writers will include Unamuno, Baroja, Azorín, Machado, Benavente, Jiménez, Lorca, Casona, Cela, and others. *Conducted in Spanish.*

M., W., F., 4:00 - 4:50 (*both sems.*) Prof. Sheehan

## SP 171-172—SPANISH AMERICAN LITERATURE (3, 3)

Survey of the development of literary genres in Hispanic America. Foreign influences and *criollismo*. Various types of novel: the struggle of man against the jungle or the *pampa*, of Indian against the white man, of man against society. The Spanish American conscience as expressed by essayists and poets. *Conducted in Spanish.*

*By arrangement (both sems.)* Prof. Guitarte

## SP 175-176—CULTURAL BACKGROUND OF SPANISH LITERATURE (3, 3)

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature. *Conducted in Spanish.*

M., F., 4:30 - 5:45 (*both sems.*) Prof. Tittmann

## SP 181—ADVANCED COMPOSITION (3)

The purpose of this course is to strengthen the student's mastery of Spanish syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. Not for graduate credit. *Conducted in Spanish.*

M., W., 4:00 - 5:15 (*1st sem.*) Prof. Tijerina

## SP 182—SPANISH STYLISTICS (3)

This course is designed to give advanced students and prospective teachers of Spanish a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. *Conducted in Spanish.*

*Prerequisite: Spanish 181 or the equivalent.*

M., W., 4:00 - 5:15 (*2nd sem.*) Prof. Tijerina

## SP 205—HISTORY OF THE SPANISH LANGUAGE (3)

A study of the internal and external factors which determined the development of Spanish from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems. *Conducted in Spanish.*

T., Th., 3:00 - 4:15 (*1st sem.*) Prof. Guitarte

## SP 206—READINGS IN OLD SPANISH (3)

Early Spanish texts will be read for their philological interest, to illustrate the growth of the language from its primitive forms into a vehicle for literary expression. The interplay of linguistic and cultural factors will be analyzed. *Conducted in Spanish.*

*Prerequisite: Spanish 205 or its equivalent.*

T., Th., 3:00 - 4:15 (*2nd sem.*) Prof. Guitarte

## SP 215—THE SPANISH EPIC (3)

Origin and development of epic traditions in Spain. The *Poema de mio Cid*, the *Poema de Fernan Gonzalez*, the *Siete Infantes de Lara* and the epic ballads. The course will be focused upon the first of these poems. *Conducted in Spanish.*

T., 4:30 - 6:15 (1st sem.)

Prof. Guitarte

## SP 216—THE LIBRO DE BUEN AMOR (3)

The work of the Arcipreste de Hita will be analyzed as the culminating achievement of the Mester de Clerecía. Samplings from other compositions of the same poetic school will be read for background information. *Conducted in Spanish.*

T., 4:30 - 6:15 (2nd sem.)

Prof. Guitarte

## SP 217—SPANISH PROSE IN THE MIDDLE AGES (3)

Readings in outstanding works from the 13th to the 15th centuries. The evolution of style as seen in the *Chronicles* and *Siete Partidas* of Alfonso el Sabio, the *Conde Lucanor*, and the *Corbacho*. *Conducted in Spanish.*

*Given every third year. Not offered in 1969-1970. Prof. Tittmann*

## SP 218—SPANISH POETRY OF THE FIFTEENTH CENTURY (3)

The influence of mediaeval lyric traditions and of indigenous popular poetry, upon the development of style and theme during the pre-Renaissance. The works of Juan de Mena, the Marqués de Santillana and poets of the court of Juan II will be studied. *Conducted in Spanish.*

*Given every third year. Not offered in 1969-1970. Prof. Tittmann*

## SP 219—THE ROMANCERO (3)

A survey of the *romances* of the 15th and 16th centuries. The historical cycles — the *Cid*, *Bernardo del Carpio*, *Infantes de Lara* — will be studied in terms of the epic origins as well as their influence on Siglo de Oro drama. *Conducted in Spanish.*

W., 4:30 - 6:15 (1st sem.)

Prof. Tittmann

## SP 220—THE CELESTINA (3)

The authorship and composition of the *Tragicomedia de Calixto y Melibea*. Transformation by Rojas of the traditional theme of the *Vetula*, into a dramatized expression of a tragic love affair in his own time. *Conducted in Spanish.*

W., 4:30 - 6:15 (1st sem.)

Prof. Tittmann

## SP 223—LYRIC POETRY OF THE GOLDEN AGE (3)

Studies in the works of Garcilaso de la Vega, Castillejo, Fray Luis de León, San Juan de la Cruz, Herrera, Lope de Vega, Góngora and Quevedo. *Conducted in Spanish.*

*Given every third year. Not offered in 1969-1970. Prof. Tittmann*



## SP 224—SPANISH NOVEL OF THE SIXTEENTH CENTURY (3)

A detailed study of the romances of chivalry, the pastoral and picaresque novels. *Amadis de Gaula*, Montemayor's *Diana*, and *Lazarillo de Tormes* will be analyzed as models of their respective genres. *Conducted in Spanish.*

*Given every third year. Not offered in 1969-1970. Prof. Tittmann*

## SP 225—THE PICARESQUE NOVEL IN THE SIGLO DE ORO (3)

The origins of the unique genre and its masterpieces in Spain. The course will focus upon *Lazarillo de Tormes*, *Guzmán de Alfarache*, and Quevedo's *Buscón*. *Conducted in Spanish.*

*Given in alternate years. Not offered in 1969-1970. Prof. Morsello*

## SP 227—CERVANTES AND DON QUIJOTE (3)

A study of the man and his principal work. *Conducted in Spanish.*

Th., 4:30 - 6:15 (1st sem.)

*Prof. Siciliano*

## SP 230—DRAMA OF THE GOLDEN AGE (3)

Origins and development of the Spanish drama. The course will deal primarily with the works of Tirso de Molina, Lope de Vega and Ruiz de Alarcón. *Conducted in Spanish.*

*To be given in alternate years. Not offered in 1969-1970.*

*Prof. Siciliano*

## SP 232—THE THEATRE OF LOPE DE VEGA (3)

A survey of the origins and development of the Spanish theatre will be made in conjunction with the study of Lope de Vega's plays. Selected *comedias* of this author will be read and related to various aspects of Spanish society during the Golden Age. *Conducted in Spanish.*

*Given in alternate years. Not offered in 1969-1970. Prof. Vieira*

## SP 233—CALDERON AND THE AUTO SACRAMENTAL (3)

Calderon's life and contribution to the Spanish theatre. The history of the important *auto sacramental*. *Conducted in Spanish.*

*Given in alternate years. Not offered in 1969-1970. Prof. Siciliano*

## SP 255-256—ROMANTICISM IN SPAIN (3, 3)

Origins of romanticism. Foreign influences. A study of the major works. *Conducted in Spanish.*

Th., 4:30 - 6:15 (both sems.)

*Prof. Siciliano*

## SP 262—SPANISH THEATRE OF IDEAS: 1898-1936 (3)

Elements of Existentialism, Social Protest, the Absurd and the *Esperpento* in the dramas of Unamuno, Benavente, Valle-Inclán, Azorín, los hermanos Machado, Grau, and Lorca. *Conducted in Spanish.*

T., 4:30 - 6:15 (2nd sem.)

*Prof. Sheehan*

## SP 263—THE GENERATION OF '98 (3)

A study of the main authors, with discussion of their representative works: Unamuno, Baroja, Azorín, Machado, and others. *Conducted in Spanish.*

*Given in alternate years. Not offered in 1969-1970. Prof. Sheehan*

## SP 266—CONTEMPORARY SPANISH THEATRE (SINCE 1939) (3)

A study of the most important works of Casona, Calvo-Sotelo, Pemán, Buero Vallejo, and others, as a reflection of literary and social developments in contemporary Spain. *Conducted in Spanish.*

*Given in alternate years. Not offered in 1969-1970. Prof. Sheehan*

## SP 267—CONTEMPORARY SPANISH NOVEL (SINCE 1939) (3)

A study of the most important works of Cela, Laforet, Gironella, Zuzunegui, Delibes, and Matute, with emphasis on "Tremendismo" and other trends in the contemporary novel. *Conducted in Spanish.*

T., 4:30 - 6:15 (1st sem.) *Prof. Sheehan*

## SP 275—CONTEMPORARY NOVELISTS OF LATIN AMERICA (3)

Readings in the works of Asturias, Carpentier, Cortázar, Fuentes, García Márquez and Vargas Llosa. Study of the transformation of the regionalistic and nationalistic subjects into the search for personal responsibility, the creation of atmosphere and of fictional metaphysics. *Conducted in Spanish.*

*Given in alternate years. Not offered in 1969-1970. Prof. Guitarte*

## SP 276—LYRIC POETRY IN SPANISH AMERICA (3)

Readings in the poets of the various schools: colonial, romantics, modernists and contemporary trends. Particular attention will be given to the works of Sor Juana Inés de la Cruz, Bello, Heredia, Rubén Darío, Vallejo, Gabriela Mistral, Neruda and Octavio Paz. *Conducted in Spanish.*

*Given in alternate years. Not offered in 1969-1970. Prof. Guitarte*

## COMPARATIVE AND INTERDEPARTMENTAL STUDIES (ML)

## ML 128—CERVANTES AND DON QUIJOTE (3)

A study of the man and his principal work. *Conducted in English.*

Th., 4:30 - 6:15 (2nd sem.) *Prof. Siciliano*

## ML 159—BRAZILIAN LITERATURE IN TRANSLATION (3)

The course is designed to familiarize students with prominent Brazilian prose writers of the nineteenth and twentieth centuries. Various aspects of Brazilian society are discussed in conjunction with the readings. Among the authors to be read are Machado de Assis, Euclides da Cunha, Gilberto Freyre, Lins do Rego, Graciliano Ramos, Jorge Amado, and Erico Verissimo. *Conducted in English.*

W., 3:00 - 4:45 (1st sem.) *Prof. Vieira*

## ML 160—PORTUGUESE LITERATURE IN TRANSLATION (3)

The course is designed to familiarize students with prominent Portuguese writers from the sixteenth century to the present. Various aspects of Portuguese society are discussed in conjunction with the readings. Among the authors to be read are Camões, Gil Vicente, Eça de Queiroz, Aquilino Ribeiro, and Alves Redol. *Conducted in English.*

W., 3:00 - 4:45 (2nd sem.)

*Prof. Vieira*

## ML 166—THE LITERATURE OF EXISTENTIALISM (3)

Studies in Existentialism as a philosophy, a way of life, and an artistic expression. The basic tenets of Existentialism will be analyzed in the works of Sartre, Malraux, Camus, Kafka, Genet, Ionesco, Beckett, et al. *Conducted in English.*

*Given in alternate years. Not offered in 1969-1970.*

*Prof. Gauthier, S.J.*

## ML 172—CONTEMPORARY FRENCH THEATRE (3)

French drama and stage production from Cocteau to the present time. Special attention will be given to the plays of Sartre, Camus and the contemporary "theatre of the absurd", including the works of Ionesco and Beckett. *Conducted in English.*

W., 4:30 - 6:15 (2nd sem.)

*Prof. Lee*

## ML 173-174—THE SPANISH AMERICAN NOVEL IN THE TWENTIETH CENTURY (3, 3)

Intensive analysis and discussion of the leading Latin American writers. American and French influences as well as the impact of Freud, Marx, and Kafka will be treated. Readings will include Asturias, Azuela, Borges, Carpentier, Cortázar, Fuentes, García Márquez, Rulfo, Vargas Llosa, Yáñez, and others.

W., 4:00 - 5:45 (both sems.)

*Prof. Morsello*

## ML 177-178—MODERN EUROPEAN LITERATURE (3, 3)

Historical backgrounds of European literature. A study of European thought and its impact on Western civilization. Consideration is given to such authors as Boccaccio, Dante, Tasso, Cervantes, Luther, Calvin, Rousseau, Voltaire, D'Alembert, Goethe, Schiller, Marx, Bakunin, Ibsen, Dostoevsky, Kafka, et al. *Conducted in English.*

Section A: F., 12:00 - 1:45 (both sems.)

*Prof. McCrossen*

Section B: F., 2:15 - 4:00 (both sems.)

*Prof. McCrossen*

## ML 179-180—MODERN EUROPEAN NOVEL (3, 3)

The course is designed to give the student a broad insight into the literary inter-relationships of the European novel from Romanticism onward. Typical authors considered are: Goethe, Hugo, Stendhal, Flaubert, Maupassant, Zola, Gogol, Werfel, Kafka, Koestler, Galdós. *Conducted in English.*

*Given in alternate years. Not offered in 1969-1970. Prof. McCrossen*



## ML 181-182—MODERN EUROPEAN DRAMA (3, 3)

The course is designed to give the student a broad insight into the literary inter-relationships of the European drama from Romanticism onward. Typical authors considered are: Goethe, Schiller, Hebbel, Grillparzer, Strindberg, Ibsen, Musset, de Vigny, Hugo, Augier, Dumas fils, Anouilh, Péguy, Claudel, Hauptmann, Werfel, Brecht, Chekhov, Mayakovsky. *Conducted in English.*

F., 4:30 - 6:15 (*both sems.*)

*Prof. McCrossen*

## ML 195—TEACHING OF MODERN LANGUAGES (3)

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. *Conducted in English.*

Class meets MTWTF 10:30 - 11:45 for the first five weeks of the first semester. Final examination: October 27

*Prof. Valette*

## ML 205—MEDIAEVAL LATIN (3)

The selection of texts will illustrate the Latin antecedents of literary genres in Romance Languages, and develop the reading capabilities of the students. *Conducted in English.*

This course satisfies the departmental Latin requirement for doctoral candidates.

*Prerequisite: At least one year of college Latin or the equivalent.*

W., 4:30 - 6:15 (*1st sem.*)

(*to be announced*)

## ML 211—ROMANCE PHILOLOGY (3)

From Latin to Romance. The development of Vulgar Latin into the Neo-Latin languages, illustrated by the comparative study of early French, Provençal, Italian, Spanish and Portuguese texts. *Conducted in English.*

W., 4:30 - 6:15 (*1st sem.*)

*Prof. Simonelli*

## ML 224—PROVENÇAL (3)

The Provençal language will be studied in the poetry of the troubadours from Guillaume IX de Poitiers to Arnaut Daniel. *Conducted in English.*

*Given in alternate years. Not offered in 1969-1970. Prof. Simonelli*

## ML 298—PALEOGRAPHY (3)

A seminar on romance paleography and textual criticism. Photocopies of French, Italian, and Provençal manuscripts will be examined. Problems in the preparation of a critical edition will be discussed. *Conducted in English.*

*Given in alternate years. Not offered in 1969-1970. Prof. Simonelli*

## ML 299—READING AND RESEARCH (3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman.

*By arrangement*

*THE DEPARTMENT*

## ML 301—THESIS SEMINAR (3, 3)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

*By arrangement*

*THE DEPARTMENT*

## ML 305—THESIS DIRECTION (2 points)

A non-credit course for students who need guidance beyond the thesis seminar, for the completion of their thesis.

*By arrangement*

*THE DEPARTMENT*

## ML 310—METHODS OF RESEARCH (3)

The science of bibliography, the particular value of specific works and the handling of materials relating to chosen problems, are treated in order to assist students in preparing their thesis.

*By arrangement*

*THE DEPARTMENT*

## ML 500—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## SLAVIC AND EASTERN LANGUAGES

*Professor:* LAWRENCE G. JONES (*Chairman*)

*Assistant Professors:* MICHAEL CONNOLLY, PATRICK WREATH, LILY CHEN WANG.

*Lecturer:* VERA TARANOVSKA.

The department grants an M.A. degree in Russian literature and/or linguistics. The degree can be obtained in either of two ways; (1) by twenty-four credits in course work plus a thesis; or (2) by thirty credits in course work without a thesis. In the latter case, a master's comprehensive examination will substitute for the thesis. Upon admission candidates must demonstrate a working knowledge of the Russian language, equivalent to the proficiency expected at the end of two years of college Russian.

Upon request, an M.A. degree in Russian literature or linguistics can be combined with graduate work in another department by mutual arrangement of the Department of Slavic and Eastern Languages with an appropriate advisor from the other department.

Courses are also offered in Chinese language and literature; Arabic language; Sanskrit; general linguistics. With the approval of the chairman, certain of these courses can be counted towards the master's degree. Students working toward a master's degree in Russian linguistics will be expected to take one year of a Slavic language other than Russian.

Information on the Master of Arts in Teaching can be requested from the Department or the School of Education.

## COURSES OF INSTRUCTION

## ARABIC (AR)

## AR 31-32—INTRODUCTION TO ARABIC (3, 3)

An introduction to the study of literary Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and conversation. Class work will be supplemented by laboratory drill.

*Hours to be arranged (both sems.)*

*To be announced*

## AR 141-142—INTERMEDIATE ARABIC (3, 3)

The purpose of this course is to develop the student's vocabulary, through reading of modern texts, composition and conversation.

*Prerequisite:* Introduction to Arabic, or its equivalent.

*To be given 1970-1971 (both sems.)*

*To be announced*

## CHINESE (CI)

## CI 31-32—INTRODUCTION TO CHINESE (6, 6)

Introduction to modern Mandarin. Active command of the language will be stressed. Exercise in pronunciation, grammar, conversation, reading and writing will be supplemented by laboratory drill.

Monday through Friday, 9:00 - 10:00, plus two additional hours per week (*both sems.*)

*Prof. Wang*



## CI 141-142—INTERMEDIATE CHINESE (3, 3)

The purpose of this course is to develop the student's vocabulary through reading of modern texts, composition and conversation.

*Prerequisite: Introduction to Chinese, or its equivalent.*

T., Th., 10:30 - 11:45 (*both sems.*)

*Prof. Wang*

## CI 161-162—ADVANCED CHINESE (3, 3)

Further reading of modern texts. Composition and conversation will be stressed.

*Prerequisite: Intermediate Chinese, or its equivalent.*

T., Th., 1:30 - 2:45 (*both sems.*)

*Prof. Wang*

## CI 183-184—CHINESE LITERATURE IN TRANSLATION (3, 3)

Study of selected works representative of the major genres of Chinese literature, from the *Classic of Songs* to contemporary short stories.

*Conducted in English.*

*Not offered 1969-1970*

*Prof. Wang*

CI 185-186—TWENTIETH-CENTURY CHINA AS SEEN BY CHINESE  
AND WESTERN WRITERS (3, 3)

An examination of social, political and cultural changes in twentieth-century China as reflected in the writings of contemporary Chinese and Western authors. Special emphasis is given to China's reaction to Western influences, forces leading to the Communist revolution, and changes introduced by the Communists in China. Among the authors studied are Lu Hsün, Mao Tan, Lao She, Chou Li-po, Malraux, Kazantzakis, Pearl Buck and John Hersey. *Conducted in English.*

T., Th., 3:00 - 4:15 (*both sems.*)

*Prof. Wang*

## CZECH (Cz)

## CZ 31-32—ELEMENTARY CZECH (3, 3)

The phonology and grammar of the Czech literary language.

T., Th., 12:00 - 1:15 (*both sems.*)

*Prof. Jones*

## CZ 107-108—INTERMEDIATE CZECH (3, 3)

*Prerequisite: Cz 31-32, or its equivalent.*

*Not given 1969-1970*

*Prof. Jones*

## RUSSIAN (Rs)

## RS 161—READINGS IN DOSTOEVSKY (3)

Readings in Russian from the prose of Dostoevsky.

*Prerequisite: Two years of college Russian or its equivalent.*

*Not offered in 1969-1970*

*Prof. Wreath*

## RS 162—READINGS IN CHEKHOV (3)

Readings in Russian from the prose of Chekhov.

*Prerequisite: Two years of college Russian or its equivalent.*

*Not offered in 1969-1970*

*Prof. Wreath*

## RS 163—READINGS IN PUSHKIN (3)

Readings in Russian from the poetry and prose of A. S. Pushkin.

*Prerequisite: Two years of college Russian or its equivalent.*

M., W., F., 1:00 - 2:00 (1st sem.)

*Prof. Wreath*

## RS 164—READINGS IN TOLSTOY (3)

Readings in Russian from the prose of L. N. Tolstoy.

*Prerequisite: Two years of college Russian or its equivalent.*

M., W., F., 1:00 - 2:00 (2nd sem.)

*Prof. Wreath*

## RS 181-182—ADVANCED RUSSIAN GRAMMAR AND STYLISTICS (3, 3)

The application of Russian grammar to the understanding of Russian literature, as well as to oral style. Aspects of Russian grammar will be discussed using representative Russian literary texts. So far as possible, classes and assignments will be in Russian. Problems of teaching Russian grammar will also be discussed.

*Prerequisite: Two years of college Russian or its equivalent.*

T., Th., 9:00 - 10:30 (both sems.)

*Prof. Jones*

## RS 195—SEMINAR IN 19TH-CENTURY POETRY (3)

Intensive study of the structure, thematic trends and personalities expressed in 19th-century Russian poetry.

*Prerequisite: Two years of college Russian or its equivalent.*

T., Th., 3:00 - 4:15 (1st sem.)

*Prof. Jones*

## RS 196—SEMINAR IN 20TH-CENTURY RUSSIAN POETRY (3)

Intensive study of the developments in Russian poetry from the Symbolist period through current Soviet poetry, and, to a certain extent, emigré Russian poetry.

T., Th., 3:00 - 4:15 (2nd sem.)

*Prof. Jones*

## SERBOCROATIAN (SB)

## SB 31-32—ELEMENTARY SERBOCROATIAN (3, 3)

The phonology and grammar of the Serbocroatian literary language. Elementary readings.

*Not given 1969-1970*

*Prof. Taranovska*

## SB 141-142—INTERMEDIATE SERBOCROATIAN (3, 3)

Readings in Serbocroatian folk and literary texts.

*Prerequisite: Sb 31-32, or its equivalent.*

*By arrangement (both sems.)*

*Prof. Taranovska*

## SLAVIC (SL)

## SL 191—OLD CHURCH SLAVONIC (3)

The origin and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to the structure of the Russian language illustrated through readings in Old Church Slavonic texts.

M., W., F., 3:00 - 3:50 (1st sem.)

*Prof. Connolly*

## SL 193—OLD RUSSIAN LITERATURE (3)

Readings in the literature of Russian from the Kievan period through the beginning of the eighteenth century.

*Prerequisite:* SL 191, or its equivalent.

*Not given 1969-1970*

*Prof. Jones*

## SL 196—STRUCTURE AND HISTORY OF THE RUSSIAN LANGUAGE (3)

Specific topics oriented toward an analysis of the modern Russian literary language. Emphasis will also be placed on the structural comparison and contrast of English and Russian. A knowledge of elementary Russian grammar is required.

M., W., F., 3:00 - 3:50 (2nd sem.)

*Prof. Connolly*

## LINGUISTICS (LG)

## LG 103—GENERAL LINGUISTICS (3)

An introduction to the history and techniques of the scientific study of language in its structures and operations.

M., W., F., 10:00 - 10:50 (1st sem.)

*Prof. Connolly*

## LG 105—SOCIETY, LANGUAGE AND COMMUNICATION (3)

Problems and studies in linguistic science with immediate bearing on neighboring disciplines, presented for students of sociology, psychology, philosophy, modern languages and speech; modern theories of syntax and meaning; the nature of language and linguistic structures; linguistic and cultural change.

*Open without prerequisite.*

M., W., F., 1:00 - 1:50 (1st sem.)

*Prof. Connolly*

## LG 112—HISTORICAL LINGUISTICS (3)

The study of the phenomenon of language change; linguistic affinities and the methods for projecting earlier stages of language groups: comparative and internal reconstruction.

Lg 103 or its equivalent is recommended.

M., W., F., 10:00 - 10:50 (2nd sem.)

*Prof. Connolly*

## LG 192—SANSKRIT (3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

M., W., F., 1:00 - 1:50 (2nd sem.)

*Prof. Connolly*



## DEPARTMENT OF SOCIOLOGY (Sc)

*Visiting Professor:* EVERETT C. HUGHES.

*Professors:* SEVERYN T. BRUYN, JOHN D. DONOVAN, RITCHIE P. LOWRY, (*Chairman*).

*Associate Professors:* J. OSCAR ALERS, SEYMOUR LEVENTMAN, DAVID H. SMITH.

*Assistant Professors:* JOSEPH M. HOC, MICHAEL A. MALEC, FRANCIS D. POWELL, ROBERT G. WILLIAMS.

*Lecturers:* BENEDICT S. ALPER, LOIS K. BROSCART, JOHN B. HUDSON, PAULA LEVENTMAN, JOHN F. MUNGOVAN, DOROTHY J. WALKER.

*Admissions Policies to Graduate Work in Sociology:*

Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Admission to the Ph.D. program will be granted to those students who, in the opinion of the Department, evidence exceptional ability in their early graduate work. GRE's and letters of recommendation are required.

## COURSES OF INSTRUCTION

## SC 120—SOCIAL INSTITUTIONS (3)

The Development and changes of various institutions characteristic of North American and similar societies. Their origins, the contingencies to which they are subject and their inter-relations. Special attention will be given to changes in traditional institutions, to the new types of institutions and to not-quite institutions.

M., W., F., 9:00 - 9:50 (*1st sem.*)

*Prof. Hughes*

## SC 133—JUVENILE DELINQUENCY AND THE JUVENILE COURT (3)

History and procedures of the juvenile court and correctional process: the *Gault* decision and its implications for the juvenile court; the child guidance clinic; evaluation, prediction and prevention.

W., 4:15 - 6:00 (*1st sem.*)

*Prof. Alper*

## SC 145—MINORITY GROUP RELATIONS IN THE UNITED STATES (3)

A systematic analysis of racial and cultural minority relations with special reference to the situation in the United States.

M., W., F., 10:00 - 10:50 (*1st sem.*)

*Prof. Leventman*

## SC 146—MULTIRACIAL AND MULTIETHNIC SOCIETIES (3)

A comparative study of multi-racial (cultural, ethnic, religious) societies in various parts of the world, but with emphasis on the United States. Their structures; problems and conflicts of personal identity; relations among people of various categories; ideologies; conflict, movements and change.

T., Th., 9:00 - 10:15 (*2nd sem.*)

*Prof. Hughes*

## SC 150—SOCIOLOGY OF RELIGION (3)

This course will deal with the interrelationship of religious and social life, more especially with the social forms and conditions of religious life.

*To be arranged.*

*Prof. Steeman, O.F.M.*

## SC 152—COLLECTIVE BEHAVIOR (3)

A study of elementary forms of collective action; including mob, crowd, and protest group behavior. An analysis of the origins and nature of social movements and revolutionary processes.

M., W., F., 1:00 - 1:50 (2nd sem.)

*Prof. Hoc*

## SC 153—SOCIOLOGY OF CONFLICT (3)

An analysis of the origins, nature, and consequences of conflict in human interaction. Special attention to war, revolution, and the use and misuse of the police and the military.

M., W., F., 3:00 - 3:50 (2nd sem.)

*Prof. Lowry*

## SC 154—SOCIOLOGY OF EDUCATION (3)

The institutional structure of American education and the social roles of administrators, teachers, and students.

M., W., F., 10:00 - 10:50 (2nd sem.)

*Prof. Donovan*

## SC 166—METHODS OF SOCIAL RESEARCH (3)

Theory and method in social research; research designs and techniques; field exercises in selected research procedures.

M., W., F., 10:00 - 10:50 (1st sem.)

*Prof. Hoc*

M., W., F., 9:00 - 9:50 (2nd sem.)

*Prof. Hoc*

## SC 177—SOCIAL STRATIFICATION (3)

The course will examine various theories of social stratification as well as empirical studies of class, status and power differences in American society.

T., Th., 9:00 - 10:15 (1st sem.)

*Mrs. Paula Leventman*

## SC 179—HUMAN GROUPS (3)

Laboratory experience in group formation. Processes taking place within the group will be observed and discussed in relation to behavioral science literature on important theories of human group formation.

W., 4:30 - 6:15 (1st sem.)

*Prof. Powell*

## SC 183—PRE-COMTIAN THOUGHT (3)

A brief survey of social thought from antiquity to the 19th century.

T., Th., 1:30 - 2:45 (2nd sem.)

*Prof. Williams*

## SC 184—SOCIOLOGICAL THEORY (3)

The development of theory from the beginning of the 19th century to the present.

M., W., F., 9:00 - 9:50 (1st sem.)

*Prof. Leventman*

T., Th., 3:00 - 3:50 (2nd sem.)

*Prof. Bruyn*

## SC 192—POPULATION (3)

Determinants and consequences of population size, growth rates, composition, distribution, fertility, mortality, and migration. Relations between population and economic, political, religious, and familial institutions in comparative and historical perspective.

T., Th., 3:00 - 4:15 (1st sem.)

*Prof. Alers*

## SC 205—MODERN SOCIOLOGY: AN INSTITUTION (3)

This course will review a variety of important sociological concepts and findings, covering such topics as role, norms, social class, processes of socialization, social deviance, small groups, functional problems of social systems, and issues of institutional change. The organization of the mental hospital, as well as other institutions, will be used to illustrate sociological distinctions, and findings. Students will be encouraged to begin to apply these approaches in field situations where they are pursuing clinical studies.

W., 3:00 - 5:00 (1st sem.) *By Special Arrangement.* *Prof. Sharif*

## SC 207—THE THEORETICAL STUDY OF SOCIAL PROBLEMS (3)

Analysis of the nature of social problems, their development, and their persistence. Consideration of strategies toward solutions. Designed primarily for students in urban education and other professional fields.

*To be announced.*

*Prof. Hudson*

## SC 208—SOCIAL PROCESSES (3)

Analysis of the process by which various types of social structures gratify basic human needs and maintain the viability of social systems, and the processes of change in these structures when they are inadequate to the task. For students in urban education.

*To be announced.*

*Prof. Hudson*

## SC 209—DEVIANT BEHAVIOR THEORY: RETREATISM (3)

Special attention to alcoholism, suicide, drug addiction, and the like.

Th., 4:30 - 6:15 (2nd sem.)

*Prof. Williams*

## SC 210—DEVIANT BEHAVIOR THEORY: INNOVATION AND REBELLION (3)

The nature and consequences, functions and dysfunctions of innovative and rebellious deviant behavior.

M., 4:30 - 6:15 (1st sem.)

*Prof. Williams*

## SC 224—ADVANCED STATISTICS AND METHODS (3)

Review and evaluation of sociological research methods and advanced statistics: study design, sampling, survey research methods (questionnaire, design, interviewing, etc.). Use of recorded materials and data banks, coding and content analysis, data processing and computers, advanced statistical analysis. Required of all graduate students.

*To be arranged.*



SC 228—ADVANCED SOCIAL PSYCHOLOGY: ATTITUDES AND  
ATTITUDE CHANGE (3)

Factors which influence attitude formation and change (perception, stimulus, situational determinants) and representative models of the influence processes (dissonance, functional theories, congruity, structural balance).

F., 3:00 - 4:45 (2nd sem.)

*Prof. Malec*

SC 232—ADVANCED CRIMINOLOGY (3)

Consideration of the social implications of individual and organized criminal behavior; the extent and nature of criminality as an index of the common weal; crime as a by-product and as an accepted element of contemporary society; white collar crime; war and crime; organized crime and the political machine.

M., 4:15 - 6:00 (2nd sem.)

*Prof. Alper*

SC 234—THE CORRECTION PROCESS: REHABILITATION AND  
TREATMENT (3)

A critical review of what follows commitment of a juvenile by the juvenile court; reform schools and reformatories; probation and parole; community centers and half-way houses; therapy; counselling and guided group interaction. Enrollment limited to graduate students in Sociology and to Law students.

W., 4:15 - 6:00 (2nd sem.)

*Prof. Alper*

SC 240—COMPARATIVE SOCIOLOGY: LATIN AMERICA (3)

special emphasis on contemporary processes of modernization.

Th., 2:45 - 4:30 (2nd sem.)

*Prof. Alers*

SC 245—SEMINAR IN RACE AND ETHNIC RELATIONS (3)

The nature and role of ethnic and racial groupings in various social contexts.

T., 3:00 - 4:45 (2nd sem.)

*Profs. Hughes and Leventman*

SC 260—SOCIOLOGY OF CAREERS (3)

Study of careers, types of careers and career problems in our society with special attention to the career contingencies of professions in bureaucratic organizations and of members of various minorities.

F., 3:00 - 4:45 (1st sem.)

*Prof. Hughes*

SC 264—ECONOMY AND SOCIETY (3)

The course will consider the academic tradition of institutional economics in the United States with special emphasis directed toward the creative application of sociological categories to the analysis of economic systems.

Th., 4:30 - 6:15 (1st sem.)

*Prof. Bruyn*

## SC 265—EXPERIMENTAL METHODS (3)

A study of the experiment as a research method in sociology and social psychology. Emphasis will be placed on the nature of experimentation, sources of error, and analysis of findings. Each student will conduct an actual experiment of his own design.

T., 4:30 - 6:15 (1st sem.)

*Prof. Malec*

## SC 266—ADVANCED RESEARCH METHODS (3)

A general review and discussion of sociological research methods, covering observational methods, use of recorded materials, and survey research procedures. Attention is given to data processing and statistical analyses of data as aided by the computer. Students are required to work with actual research data.

*Prerequisite: One undergraduate course in methods, in statistics and in theory.*

W., 4:00 - 5:45 (2nd sem.)

*Prof. Smith*

## SC 267—THE COMMUNITY (3)

Sociological studies of community life examined from an historical and scientific viewpoint.

F., 4:30 - 6:15 (2nd sem.)

*Prof. Bruyn*

SC 270—SOCIOLOGICAL PERSPECTIVES ON ISSUES OF COMMUNITY  
MENTAL HEALTH (3)

This course will include an analysis of social forces leading to the current emphasis on community psychiatry and community mental health; issues in the development of new institutional structures to meet community needs; changes in professional role definitions connected with current trends; studies of familial determinants of deviance; issues in determining the effects of planned social interventions on rates of emotional disturbance.

W., 3:00 - 5:00 (2nd sem.) *By Special Arrangement.* *Prof. Sharif*

## SC 271—SOCIOLOGY OF THE PROFESSIONS (3)

Analysis of the nature, role, and structure of selected professions.

M., 4:30 - 6:15 (2nd sem.)

*Prof. Donovan*

## SC 278—BUREAUCRACY (3)

The use and limitations of bureaucratic organization in contemporary large-scale organizations; including the military, the university, the church, government, and so on.

W., 4:30 - 6:15 (1st sem.)

*Prof. Lowry*

## SC 279—SOCIAL PSYCHOLOGY OF THE PROFESSIONS (3)

A social psychological analysis of the dynamics of professional-client relationships. Course will include field work opportunities for research in on-going studies of the health and allied professions.

T., 4:30 - 6:15 (2nd sem.)

*Prof. Powell*

## SC 284—ADVANCED THEORY (3)

Required for all graduate students.

*To be arranged.*

## SC 288—SOCIOLOGY OF THE PRIESTHOOD (3)

A view of the priesthood as a social and occupational role within the organizational and socio-cultural structures of the contemporary church. It will survey and analyze the dynamics of priestly roles, functions and dilemmas.

T., 4:30 - 6:15 (1st sem.)

*Prof. Donovan*

## SC 289—WOMEN IN CONTEMPORARY SOCIETY (3)

A critical analysis of theory and research related to the socialization, roles and social participation of women in contemporary society.

Th., 3:00 - 4:45 (1st sem.)

*Prof. Broschart*

## SC 295—SOCIOLOGY OF DEVELOPMENT (3)

The determinants and consequences of social, economic, and political development. Theories of social evolution, revolution, differentiation, progress, and development. Planned social change in organizations, communities, and societies.

Th., 10:30 - 12:15 (2nd sem.)

*Prof. Alers*

## SC 299—READING AND RESEARCH (3)

*By arrangement.*

THE DEPARTMENT

## SC 301—THESIS SEMINAR (3)

*By arrangement.*

THE DEPARTMENT

## SC 302A, B, C.—TEACHING APPRENTICESHIP (3)

*By arrangement.*

THE DEPARTMENT

## SC 303A, B, C.—RESEARCH APPRENTICESHIP (3)

*By arrangement.*

THE DEPARTMENT

## SC 304—FRENCH AND GERMAN SOCIOLOGY (3)

Readings and research in classical and current sociology in French and/or German.

*By arrangement.*

*Prof. Hughes*

## PROGRAM IN AMERICAN STUDIES

PROFESSOR JOHN R. BETTS, *Director*

The Graduate School of Arts and Sciences offers a program in American Studies leading to the Master of Arts in American Studies degree. The four major departments participating in the program are English, History, Political Science, and Sociology. Graduate students qualifying for the program will major in one of the four departments and minor in one or two others, the program of each student to be determined by the major department.



Candidates for the M.A. in American Studies without the thesis will earn eighteen hours of graduate study in the major field and twelve hours in the minor field or fields. Candidates for the M.A. in American Studies with the thesis will earn twelve hours of graduate study in the major field and twelve hours in the minor field or fields. They will write the thesis in their major field, but with an interdisciplinary orientation. Members of both the major and the minor department will read the thesis.

The program is administered by the Director and an American Studies Committee, composed of representatives from each department. Courses offered by other related disciplines such as Art, Economics, Education, Philosophy, Psychology, Social Work and Theology may be taken when available by qualified candidates in fulfillment of the thirty-credits requirement for the M.A. degree.

American Studies is a program directed to the study of the American past and present in broad dimensions, including American history, government, literature and social structure. Interdisciplinary study offers the different and changing perspectives of modern scholarship and seeks the integration of knowledge and interpretation in an age of specialization.

The language requirement shall be determined by the major department.

Oral exams will normally include members of the faculty of the major and one minor department.

The student may take courses in areas other than the American as long as the major department feels that a proper emphasis on American Studies is maintained.

Courses offered toward the M.A. in American Studies in the four major fields include:

### ENGLISH

- EN 265—THE COUNTER-ROMANTICS IN AMERICAN LITERATURE (3)
- EN 266—REALISM AND NATURALISM IN AMERICAN LITERATURE (3)
- EN 277—CLASSIC AMERICAN FICTION: HAWTHORNE TO JAMES (3)
- EN 278—THE AMERICAN 1890's AND 1920's (3)
- EN 283—THE SOUTHERN RENASCENCE (3)
- EN 284—CONTEMPORARY AMERICAN DRAMA (3)

### HISTORY

- Hs 161-162—AMERICAN DIPLOMATIC HISTORY (3, 3)
- Hs 163-164—AMERICAN INTELLECTUAL HISTORY (3, 3)
- Hs 167—THE FEDERAL UNION: 1789-1846 (3)

- Hs 173-174—HISTORY OF THE BLACK AMERICAN (3, 3)  
Hs 177-178—TWENTIETH CENTURY AMERICA (3, 3)  
Hs 179—THE URBANIZATION OF AMERICA (3)  
Hs 180—AMERICAN ECONOMIC DEVELOPMENT (3)  
Hs 196—AMERICAN CHRISTIANITY (3)  
Hs 262—ANGLO-AMERICAN RELATIONS (3)  
Hs 273—THE CIVIL WAR (3)  
Hs 277—NATIONALISM IN AMERICAN SOCIETY AND CULTURE (3)  
Hs 278-279—COLLOQUIUM IN AMERICAN HISTORY (3, 3)  
Hs 287—THE BLACK AMERICAN SINCE RECONSTRUCTION (3)  
Hs 374—SEMINAR: THE CIVIL WAR (3)  
Hs 377—SEMINAR: AMERICAN INTELLECTUAL HISTORY (3)  
Hs 388—SEMINAR: HISTORY OF THE BLACK AMERICAN (3)

### POLITICAL SCIENCE

- Po 203—CONGRESS (3)  
Po 205—AMERICAN PRESIDENCY (3)  
Po 206—POLITICS AND POLICIES IN METROPOLITAN AREAS (3)  
Po 211—POLITICAL PARTIES AND PRESSURE GROUPS (3)  
Po 215—THE SUPREME COURT AND CIVIL LIBERTIES (3)  
Po 219—GOVERNMENT AND THE PRESS (3)  
Po 288—RELIGION AND REPUBLICAN GOVERNMENT (3)

### SOCIOLOGY

- Sc 120—SOCIAL INSTITUTIONS (3)  
Sc 133—JUVENILE DELINQUENCY AND THE JUVENILE COURT (3)  
Sc 145—MINORITY GROUP RELATIONS IN THE UNITED STATES (3)  
Sc 153—SOCIOLOGY OF CONFLICT (3)  
Sc 154—SOCIOLOGY OF EDUCATION (3)  
Sc 177—SOCIAL STRATIFICATION (3)  
Sc 209—DEVIANT BEHAVIOR THEORY: RETREATISM (3)  
Sc 210—DEVIANT BEHAVIOR THEORY: INNOVATION AND REBELLION (3)  
Sc 232—ADVANCED CRIMINOLOGY (3)  
Sc 264—ECONOMY AND SOCIETY (3)  
Sc 267—THE COMMUNITY (3)  
Sc 271—SOCIOLOGY OF THE PROFESSIONS (3)  
Sc 278—BUREAUCRACY (3)  
Sc 289—WOMEN IN CONTEMPORARY SOCIETY (3)

## PROGRAM IN MEDIEVAL STUDIES

The Boston College Graduate School of Arts and Sciences offers a program in Medieval Studies leading to the Master of Arts degree. The program is administered by a committee of medieval scholars from the co-operating departments. The degree may be obtained in the Departments of English, History, Modern Languages, and Philosophy, which lay down requirements as follows:

### ENGLISH DEPARTMENT

The department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval English and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The Master's thesis will be written under the direction of a member of the English Department, and will be also read by a member of the department in the related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

### HISTORY DEPARTMENT

The department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval History and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The Master's thesis will be written under the direction of a member of the History Department, and will also be read by a member of the department in the related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

### MODERN LANGUAGE DEPARTMENT

The department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval French and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The Master's thesis will be written under the direction of a member of the Modern Language Department, and will be also read by a member of the department in the



related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

The Department of Modern Languages offers in addition a doctoral program in Medieval Literature; for details, see pp. 193.

#### PHILOSOPHY DEPARTMENT

The department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval Philosophy and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The Master's thesis will be written under the direction of a member of the Philosophy Department, and will be also read by a member of the department in the related area of study. In addition to the language requirement of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

The Chestnut Hill Medieval Guild, inaugurated in 1967, will hold three or four meetings at Boston College each year. At these meetings leading Medievalists from many universities gather to share with one another the fruits of their investigations in their common field of interest.

Courses offered at Boston College in the four departments cooperating in the Medieval Studies Program include:

#### ENGLISH

- EN 211—OLD ENGLISH (3)
- EN 212—OLD ENGLISH EPIC (3)
- EN 223-224—CHAUCER I, II (3, 3)
- EN 225—ENGLISH LITERATURE TO 1340
- EN 226—ENGLISH LITERATURE, 1340-1500

#### HISTORY

- Hs 113-114—THE BYZANTINE EMPIRE (3)
- Hs 117-118—MEDIEVAL CULTURE (3)
- Hs 149—LATE MEDIEVAL CHURCH HISTORY (3)
- Hs 212—THE CHURCH AND THE FOUNDATIONS OF WESTERN  
EUROPE, 6TH TO 8TH CENTURIES (3)
- Hs 217-218—BYZANTINE HISTORY (3)
- Hs 219-220—MEDIEVAL FRANCE (3)
- Hs 293—COLLOQUIUM ON MING CHINA (3)

## MODERN LANGUAGES

- FR 111-112—FRENCH LITERATURE OF THE MIDDLE AGES (3)  
FR 205—HISTORY OF THE FRENCH LANGUAGE (3)  
FR 206—READINGS IN OLD FRENCH (3)  
FR 215—THE FRENCH EPIC (3)  
FR 216—THE ROMAN COURTOIS (3)  
FR 217—OLD FRENCH LYRICS (3)  
FR 218—MIDDLE FRENCH LYRICS (3)  
FR 220—THE MEDIEVAL THEATRE IN FRANCE (3)  
FR 222—FRENCH CHRONICLERS OF THE MIDDLE AGES (3)  
GM 205—HISTORY OF THE GERMAN LANGUAGE (3)  
GM 215—COURTLY EPIC IN THE MIDDLE HIGH GERMAN PERIOD (3)  
GM 217—LYRIC POETRY OF THE MIDDLE AGES (3)  
GM 219—WALTHER VON DER VOGELWEIDE AND LATER MINNESANG (3)  
GM 226—THE NIBELUNGENLIED (3)  
GM 222—PARZIVAL (3)  
IT 113—DANTE: A STUDY OF HIS POETRY AT THE TIME OF THE  
    *Vita Nuova* (3)  
IT 116—DANTE: THE INFERNO (3)  
IT 117—DANTE: PURGATORIO (3)  
IT 118—DANTE: PARADISO (3)  
IT 119—THE WORKS OF PETRARCA (3)  
IT 120—THE WORKS OF BOCCACCIO (3)  
IT 205—HISTORY OF THE ITALIAN LANGUAGE (3)  
IT 206—READINGS IN EARLY ITALIAN (3)  
PT 222—MEDIEVAL PORTUGUESE (3)  
SL 193—OLD CHURCH SLAVONIC (3)  
SL 194—OLD RUSSIAN LITERATURE (3)  
SP 115-116—SPANISH LITERATURE OF THE MIDDLE AGES (3)  
SP 205—HISTORY OF THE SPANISH LANGUAGE (3)  
SP 215—THE SPANISH EPIC (3)  
SP 216—THE LIBRO DE BUEN AMOR (3)  
SP 217—SPANISH PROSE IN THE MIDDLE AGES (3)  
SP 218—SPANISH POETRY OF THE FIFTEENTH CENTURY (3)  
SP 219—THE ROMANCERO (3)  
ML 113—THE ARTHURIAN LEGEND IN MEDIEVAL EUROPE (3)  
ML 115-116—EUROPEAN LYRIC POETRY IN THE MIDDLE AGES (3)  
ML 119-120—MEDIEVAL NARRATIVE (PROSE) FROM 1100 (3, 3)  
ML 211—ROMANCE PHILOLOGY (3)  
ML 224—PROVENCAL (3)  
ML 298—PALEOGRAPHY (3)

## PHILOSOPHY

PL 213—AUGUSTINE (3)

PL 251—METAPHYSICS (3)

PL 320—PHILOSOPHY AND THEOLOGY IN AQUINAS (3)

## RUSSIAN AND EAST EUROPEAN CENTER

The Russian and East European Center at Boston College has been designed in order to encourage students to participate in an inter-departmental program of Russian and East European studies on the graduate level. This center is being supported by the U.S. Office of Education under the National Defense Education Act (Title VI).

The long-range aim of this center is to coordinate and expand course offerings in Russian and East European history, economics, political science, languages, and philosophy in order to present students with a wide and varied range of courses in this area of study.

This program of study is specifically set up to help to prepare students for work in government agencies, research, college teaching, and foreign trade.

It should be clear to the students entering this program that it is an inter-departmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The certificate from the center will be granted to students *in addition to* the degrees which they have earned in history, economics, political science, languages, or philosophy.

A mastery of the Russian language is essential, plus the knowledge of at least one eastern European language.

The graduate thesis must be in a subject from the Russian and East European area of study. Successful completion of a final comprehensive examination is required in order to achieve the graduate certificate from the center.

Courses offered in the Russian and East European area of study include:

## ECONOMICS

EC 297—SOVIET ECONOMIC SYSTEM (3)

EC 298—COMPARATIVE ECONOMIC SYSTEMS (3)

## HISTORY

Hs 137—THE RISE OF NATIONALISM IN EASTERN EUROPE (3)

Hs 138—EASTERN EUROPE SINCE WORLD WAR I (3)

Hs 157—HISTORY OF RUSSIA TO 1861 (3)



- Hs 158—MODERN RUSSIA: 1861-1917 (3)  
Hs 185—CONTEMPORARY RUSSIA (3)  
Hs 245—THE RISE OF NATIONALISM IN THE BALKANS (3)  
Hs 247—RUSSIAN INTELLECTUAL HISTORY (3)  
Hs 346—SEMINAR: CURRENT PROBLEMS IN EAST EUROPE (3)  
Hs 348—SEMINAR: RUSSIAN INTELLECTUAL HISTORY (3)

### MODERN LANGUAGES

- RU 31-32—INTRODUCTION TO RUMANIAN (3, 3)  
RU 141-142—INTERMEDIATE RUMANIAN (3, 3)  
SL 5-6—ELEMENTARY SERBO-CROATIAN (3, 3)  
SL 107-108—INTERMEDIATE SERBO-CROATIAN (3, 3)  
SL 113-114—INTERMEDIATE POLISH (3, 3)  
SL 155-156—READINGS IN RUSSIAN LITERATURE OF THE 19TH  
AND 20TH CENTURIES (3, 3)  
SL 159-160—THE RUSSIAN SHORT STORY (3, 3)  
SL 165-166—THE RUSSIAN DRAMA (3, 3)  
SL 192—STRUCTURE OF MODERN RUSSIAN (3)  
SL 193—OLD CHURCH SLAVONIC (3)  
SL 194—OLD RUSSIAN LITERATURE (3)  
SL 261—READINGS IN DOSTOEVSKY (3)  
SL 262—READINGS IN CHEKHOV (3)  
SL 263—READINGS IN PUSHKIN (3)  
SL 264—READINGS IN TOLSTOY (3)  
SL 295—SEMINAR IN 19TH CENTURY RUSSIAN POETRY (3)  
SL 296—SEMINAR IN 20TH CENTURY RUSSIAN POETRY (3)

### PHILOSOPHY

- PL 138—HISTORY OF RUSSIAN PHILOSOPHY (3)  
PL 143—CONTEMPORARY MARXISM (3)  
PL 214—DIALECTIC IN HEGEL (3)  
PL 227—SOVIET HISTORIOGRAPHY OF PHILOSOPHY (3)

### POLITICAL SCIENCE

- PO 255—TOPICS IN SOVIET POLITICS (3)  
PO 256—TOPICS IN SOVIET FOREIGN POLICY (3)  
PO 257—SINO-SOVIET RELATIONS (3)  
PO 261—CONTEMPORARY POLITICAL IDEOLOGIES (3)  
PO 276—INTERNATIONAL COMMUNIST MOVEMENT (3)



# THE WESTON COLLEGE SCHOOL OF THEOLOGY



1627 Massachusetts Avenue  
Cambridge, Massachusetts 02138



## ADMINISTRATION

REV. ROBERT P. WHITE, S.J., *Rector*

REV. JOSEPH A. DEVENNY, S.J., *Dean*

REV. SIMON E. SMITH, S.J., *Administrative Assistant to the Dean*

MISS MARY K. SPORE, *Librarian*

BRO. PETER J. BALEYKO, S.J., *Treasurer*

MRS. MARIE L. CUTLER, B.S., *Registrar*

## GENERAL INFORMATION

## HISTORY AND OBJECTIVES

Weston College was founded January 2, 1922, as a daughter institution of Woodstock College, Woodstock, Maryland. In its initial years the College comprised only a faculty of philosophical studies for pre-divinity school students of the Jesuit Order. In autumn, 1927, the faculty of theology came into existence. Weston College was incorporated by an act of the Massachusetts Legislature April 5, 1929. It was empowered by papal charter of October 18, 1932, to grant ecclesiastical degrees. By agreement of November 6, 1959, it became a constituent college within the university structure of Boston College, which grants civil status to Weston College's ecclesiastical degrees and now grants its B.D. degrees. In autumn, 1967, Weston College cooperated with six other theological institutions in the Greater Boston area in founding the Boston Theological Institute, and it also admitted for the first time students who were not members of the Jesuit Order. Weston College is one of the first three Catholic seminaries to become accredited members of the American Association of Theological Schools. The School of Theology was relocated in Cambridge in the fall of 1968.

The objective of the Society of Jesus as a whole and of all studies undertaken by its members was first formulated in the Society's *Formula Instituti* of 1540 as follows:

"the growth of souls in Christian life and doctrine and the propagation of the faith."

This pastoral objective has been frequently reaffirmed by successive generations of the Order. Most recently, as the result of new emphasis in the Second Vatican Council, a guiding statement on theological studies was issued by the Thirty-First General Congregation of the Society of Jesus (Decree on Training in Studies, June 13, 1965) which clarifies the relationship between the academic and the pastoral in the following terms:

"Instruction in theology shall be pastoral in this sense that by an accurate study of the sources and by an investigation of the meaning of the faith, the students shall so deeply penetrate the riches of divine revelation, that the word of God will nourish their own spiritual life and they may thus be enabled to communicate this word in their priestly ministry to the men of their own time."

The same statement stresses the contemporary emphasis on biblical studies and the need of a deeper understanding of the faith to be achieved through studying the relation of its mysteries among themselves and their relation to the urgent philosophical questions of our time. Weston College seeks, through theological education, research and community reflection, both to situate itself in the Jesuit theological tradition and to explore new modes of theology and ministry in the modern world.

## BOSTON THEOLOGICAL INSTITUTE

Together with Andover-Newton Theological School, Boston College Department of Theology, Boston University School of Theology, Episcopal Theological School, Harvard Divinity School, and St. John's Seminary, Weston College is a founding member of the Boston Theological Institute. The two-fold objective of this Institute is:

"first, to enable the member institutions to correlate and coordinate their educational programs in order to accomplish more effectively the objectives which they share in common in training leadership for the churches; second, to provide an agency through which the member institutions can undertake new programs and projects which can be better done cooperatively than by separate schools."

The seven schools retain their own autonomy and educational programs and continue to grant their own degrees. Resources of the seven schools include 167 full time and 88 part time faculty, 918 courses of instruction, and 750,000 volumes in the combined theological libraries. These facilities are open to the 1,500 students in the seven institutions. Plans are being continually developed for further cooperative exploitation of this great concentration of theological resources.

## LIBRARY

The holdings of the library of the School of Theology include some 85,000 volumes and 420 periodicals. Among the chief strengths are: the collections of theological periodicals, conciliar documents, patristic and scholastic theologians and a number of rare folios of 16th to 18th century theologians. The periodical collection is notable for containing complete sets of a wide selection of Catholic and non-Catholic periodicals in English, French, German, Dutch, Spanish, Italian and Latin. The library is now housed in Sherrill Hall of the Episcopal Theological School in Cambridge. Thus the faculty and students of the two institutions have at their disposition an unusually diversified and rich consolidated collection. Some 4,000 books and periodicals pertaining to Islam and the Near East are kept in a separate seminar library.

## PUBLICATIONS

The Weston College Press publishes occasional volumes of a scholarly or pedagogical nature in the various branches of theology.

*New Testament Abstracts*, a professional bibliographical journal of international repute, is published three times each year under the auspices of the College. It presents résumés of all scholarly articles and significant book reviews on the New Testament appearing in more than 250 professional theological journals in over a dozen languages. In addition to its two resident editors, a group of New Testament scholars, both American and foreign, assist in the preparation of abstracts. Approximately 1,200 articles are abstracted each year, and brief descriptive notices of new books in the field (about 500 each year) are published. In its coverage,



its collaboration and its circulation, the journal is interconfessional and non-denominational. *New Testament Abstracts* is now in its fourteenth year of publication.

#### PROGRAM OF STUDY

At the present time Weston College offers a single program. This is a three-year course of studies leading to the degree of Bachelor of Divinity (B.D.).

#### AIM OF PROGRAM

The B.D. program is for students preparing for the priesthood and has as its twofold goal pastoral ministry rooted in vital theological scholarship and theological scholarship quickened by pastoral experience. Intelligent service of the people of God in the contemporary world calls for a more than ordinary command of revelation, the Church's understanding of it, and her experience in relating it to the needs of man throughout her existence. Pastoral expertise, to be vital and relevant, must be united to a solid, developed theological sense.

#### ADMISSION REQUIREMENTS

Applicants for admission to the B.D. program must be graduates of accredited colleges or give evidence that they have completed equivalent educational programs. Weston College supports the following statement by the American Association of Theological Schools:

A normative pattern of pre-seminary education will include many of the following subjects:

English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; social sciences, where psychology, sociology, and anthropology are particularly appropriate; the fine arts and music, especially for their creative and symbolic values; biblical and modern languages; religion, both in the Judaeo-Christian and in the Near and Far Eastern traditions.

It is the understanding gained in these fields rather than the total of credits or semester-hours which is significant.

#### REQUIREMENTS FOR THE B.D. DEGREE

- a) The three-year program of twenty-four semester courses.
- b) The comprehensive examinations.
- c) A reading knowledge of Latin, and of either French or German.
- d) One year of supervised field education.

#### PROGRAM OF COURSES

The courses of instruction seek to implement the aim of the B.D. program. The common pattern consists of six courses in each of the four

areas: scriptural, historical, systematic and theologico-pastoral theology. Students, however, are allowed to substitute an additional theologico-pastoral elective for an elective in one of the other three fields. The structure of each student's program should be the result of the cooperation of the faculty, the faculty adviser and the student. The faculty has drawn up a normative program consisting of required (cf. p. 46) and elective courses, a convenient arrangement of which over the three years is as follows:

### *First Year*

<i>Fall</i>	<i>Spring</i>
OT 101a Introduction to the Old Testament I	OT 101b Introduction to the Old Testament II
NT 101 Introduction to the New Testament	TE 102 Power and Decision-making in the Roman Catholic Church
ST 101 Introduction to Theology	Three other courses from the required or elective courses available in the spring.
TE 101 Christian Theological Ethics	

### *Second Year*

Five courses from the required or elective courses available in the fall.	Five courses from the required or elective courses available in the spring.
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### *Third Year*

Second semester of third year is principally devoted to intensive seminars in preparation for the comprehensive examinations. The five remaining courses may be distributed as desired over the two semesters of third year. They are chosen from the available required or elective courses. Students should bear in mind, though, that second semester courses will have to be completed and the marks submitted before they can be allowed to take the comprehensive examinations.

The first year program above is generally to be followed. Selection of the remaining specific courses is to be made in cooperation with the faculty adviser. It is possible for the student to individualize his program in an appreciable manner by discussing with his faculty adviser his personal interests, talents and needs and the goals of the program.

### COMPREHENSIVE EXAMINATIONS

The comprehensive examinations consist of four three-hour written examinations in the scriptural, historical, systematic and theologico-pastoral areas followed by a one-hour oral examination based on themes to be treated from all these viewpoints. They are held once a year, late in the second semester of third year at dates to be announced, over a period of some two weeks. Because they are comprehensive in nature, they are not extended throughout the semester. A syllabus which furnishes the student with a basic list of materials for the preparation of these examinations is ordinarily made available early in the B.D. program.

## LANGUAGE REQUIREMENT

This requirement is met by passing a written or oral examination, preferably in first year, but not later than the end of second year. These language examinations are scheduled once in each semester. Consult the school calendar for exact dates for this academic year.

## FIELD EDUCATION

All incoming B.D. candidates are required to take one full year of supervised field education, in either their first or second year of study. Three credits in the theologico-pastoral area are granted for successful completion of this requirement. The purpose of such supervised involvement is to enable students to reflect together theologically, in order to relate their academic competence to life situations; for this reason, all projects are linked with a weekly or bi-weekly seminar or reflection session and no student works in isolation on any project. The present program in field education includes the following options: nine Boston Theological Institute projects, open to interested students (cf. BTI catalogue); supervised participation in directing religious retreats; counseling on the high school level; work with former mental patients; work with juvenile delinquents; involvement in adult religious education. Other possibilities can be explored with students, if the elements of supervision and theological reflection are adequately provided. In all cases, the Director of Field Education or his assistant should be consulted directly.

## GRADING SYSTEM

The system is that common in schools of the American Association of Theological Schools:

- A—excellent
- B—good
- C—satisfactory
- D—passing but not satisfactory
- E—failure

The student must obtain the grade of C— or better in twenty-one of the twenty-four courses. A single grade for all the comprehensive examinations, in conjunction with the cumulative result of course marks, determines the degree qualification: fail, pass, pass with distinction, pass with highest distinction. In evaluating the comprehensive examination the weights assigned the two parts are: written 60%, oral 40%. In fixing the degree qualification the total course work counts two-thirds and the comprehensive examination one-third.

## NON-DEGREE STUDENTS

*Special Students*—In general, individual courses are open to properly qualified applicants. Each application for admission to specific courses is studied on its own merits. The privilege of cross-registration in the Boston Theological Institute is available only to degree candidates or to those special students who have completed the B.D. program and wish to spend



a required additional year of full time study in some area or areas of special interest but without seeking a graduate degree. Such students, in applying, should indicate the areas of their interest.

*Ministers-in-the-Vicinity*—Priests and ministers in the area may take not more than two courses a semester without payment of tuition. A deposit of \$35.00 per course is required which is returned upon the satisfactory completion of the course requirements, including term papers and examinations. No academic credit is allowed for courses thus taken and transcripts are not furnished.

*Auditors*—Clergy and other qualified persons who wish simply to audit a course may do so with the instructor's consent. An auditor's fee of \$25.00 per course is charged. Neither credit nor transcript is available for auditing.

#### APPLICATION PROCEDURES

Applicants from the United States seeking admission as full-time B.D. students must furnish:

- a) the completed application form, recommendations and personal statement
- b) transcripts of college and graduate school records
- c) the GRE aptitude score

Foreign students must submit the items under a) and b). The GRE score is not required of them but a TOEFL score is essential.

Information about the GRE can be obtained from any college or university. Information about the TOEFL examination can be obtained by foreign students through the nearest American Consulate. Full information concerning these two examinations may be requested from the following places:

Educational Testing Service  
Princeton, New Jersey 08540

Educational Testing Service  
1947 Center Street  
Berkeley, California 94704

Students seeking admission to the second or third year or students who have completed the B.D. program elsewhere and who wish to spend a fourth year of full-time special study without seeking a degree should follow the same application procedure and furnish in addition a transcript of theological studies already completed.

Applicants for admission as special students for individual courses, as ministers-in-the-vicinity, and as auditors should consult with the Office of Admissions.

Those seeking admission to the B.D. program and to a fourth year of post-B.D. study should complete their application files by April 15 of the spring preceding the fall in which admission is desired. Later applications can not be given the same consideration.

Further information and application forms may be obtained from:  
Office of Admissions  
Weston College School of Theology  
1627 Massachusetts Avenue  
Cambridge, Massachusetts 02138

#### OTHER PROCEDURES

*Faculty Advisers.* Each student is assigned a faculty adviser to aid him in his selection of courses each semester and to approve his choice of courses by signing his registration form. Approval for cross-registration in the Boston Theological Institute is obtained from the adviser. The exercise of responsibility in the articulation of each student's program of courses is a function of the relation between the student and his adviser.

*Registration.* Registrants for courses in each semester must present themselves at the Registrar's office at 1627 Massachusetts Avenue, Cambridge, on the appropriate dates noted in the school calendar. Each registration form (available from the Registrar at any time) must have been previously signed by one's faculty adviser. Instruction about office procedures for cross-registration within the BTI schools is provided by the Registrar at the time of registration.

*Withdrawal from Course.* No course may be dropped after the date of its last scheduled meeting. Students must notify the Registrar in writing of any withdrawal from courses.

*Uncompleted Course Work.* A grade of "incomplete" may be granted only by prior permission of the instructor who must give the Registrar written notice of the permission granted. Students who receive a grade of "incomplete" must, if they wish the grade changed to a letter grade, complete the work of the course before the end of the next regular semester. Otherwise the grade is E.

*Leave of Absence.* Students who request a leave of absence and are granted it are expected to make formal application for readmission should they wish to resume course work.

#### FEES AND EXPENSES

The annual tuition for B.D. students and for special students doing a full fourth year of post-B.D. non-degree work is \$1200.00. The fee per course for other special students is \$125.00. The auditor's fee per course is \$25.

#### SERVICES

*Housing.* The School does not concern itself with student housing. Religious should make appropriate arrangements through their respective superiors.

*Examination for Hearing Confessions.* The Pastoral Department makes its services available to administer the confessions examination to students of those religious institutes or dioceses which request this. The attention of students is called to course PT 109 Pastoral Problems as being particularly helpful for the preparation of this examination.

*Counseling.* The School offers to its students the services of a clinical psychologist for vocational or personal counseling or therapy and for consultation and/or referral. Appointments can be made with Professor Barry.



## COURSES OF INSTRUCTION, 1969-70

For the information of Weston College students the courses of Harvard Divinity School and Episcopal Theological School are listed in this catalogue and are indicated by (H) or (E). For full descriptions of these courses consult the BTI catalogue or the respective catalogues of those schools. Further information and direction concerning these courses can be had from one's faculty adviser.

Unless otherwise indicated, all courses in this catalogue are technically "half courses."

[ ] A course enclosed within brackets is not being offered during the current year.

\* A star prefixed to the number of a course indicates that the course cannot be taken without the previous consent of the instructor.

## OLD TESTAMENT

Hebrew A. (H) Elementary Hebrew

*Full course. M., W., F., at 1. Professor Lambdin.*

Old Testament 100a. (H) Introduction to the Old Testament

*Fall term. M., W., F., at 2. Professor G. E. Wright.*

Old Testament 100b. (H) Introduction to the Old Testament

*Spring term. M., W., F., at 2. Professor Cross.*

Old Testament 101a. Introduction to the Old Testament I

*Fall term. Th., 10-12. Professor MORIARTY.*

An introduction to the early traditions of Israel as contained in the Pentateuch and portions of the historical books. (Josh—I Kings 11).

Old Testament 101a. (E) Introduction to the Old Testament I

*Fall term. Tu., 11-1. Professor Guthrie and Assistant Professor Bennett.*

[Old Testament 101b. Introduction to the Old Testament II]

*Spring term. Professor.....*

An introduction to the later historical books, the Wisdom literature, with special concentration on the Prophets.

Old Testament 101b. (E) Introduction to the Old Testament II

*Spring term. Tu., 11-1. Professor Guthrie and Assistant Professor Bennett.*

Old Testament 102. (H) History of the Religion of Israel

*Fall term. Tu., Th., at 2. Professor Cross.*

**[Hebrew 110a. Rapid Reading in Hebrew Prose]***Fall term.* Professor MORIARTY.

Presupposes two semesters of grammatical study. Reading and identification of grammatical forms in the Deuteronomic literature and shorter prose pieces (Book of Ruth).

Hebrew 110a. (E) Intermediate Hebrew (Biblical)

*Fall term. Hours to be arranged.* Professor Goetchius.

Hebrew 110a. (H) Intermediate Hebrew (Biblical)

*Fall term. Tu., F., at 3.* Professors Cross, Lambdin and assistants.**[Hebrew 110b. Early Hebrew Poetry]***Fall term.* Professor MORIARTY.

Presupposes Hebrew 110a. The basic structural principles of Israelite poetry. The contribution of Ugaritic to the elucidation of Hebrew poetry. Readings from the Book of Psalms in conjunction with the work of M. Dahood, *Psalms* I-II-III (Anchor Bible).

Hebrew 110b. (E) Intermediate Hebrew (Biblical)

*Spring term. Hours to be arranged.* Professor Goetchius.

Hebrew 110b. (H) Intermediate Hebrew (Biblical)

*Spring term. Tu., F., at 3.* Professors Cross, Lambdin and assistants.

Hebrew 121b. (H) Hebrew: Rabbinical Texts

*Spring term. Twice a week.* Professor Twersky.**Old Testament 123. The Wisdom Literature of the Old Testament***Fall term. M., W., F., at 11.* Professor MORIARTY.

The twofold current of wisdom in Israelite literature: (1) the more conventional, orthodox wisdom, (2) the more radical, questioning type of *hokhmah*, represented in Qoheleth and Job. Contribution of Egyptian and Mesopotamian wisdom to an understanding of Israel's quest for wisdom. Historical influences at work in the selection and development of Israelite wisdom themes.

Old Testament 140 (E) Studies in the Prophets

*Spring term. M., 3-5.* Assistant Professor Bennett.**[Old Testament 141. Problems of Old Testament Theology]***Fall term.* Professor MORIARTY.

The current impasse in the construction of an Old Testament theology. Major syntheses which have been achieved (Eichrodt, Von Rad, Jacob, Vriezen, Van Imschoot). Leading themes which emerge from a study of Old Testament theology.

**[Old Testament 145. Critical Turning-points in Israelite History]***Fall term.* Professor MORIARTY.

An examination of Israel's history from the perspective of five periods which decisively influenced her understanding of herself and the God who chose her. These are: the Era of the Covenant, the Era of the Conquest, the Institution of Kingship, the Catastrophe of the Exile, and the Era of the Maccabees.

**[Old Testament 147. Major Historical Periods of the Old Testament]***Fall term.* Professor MORIARTY.

A survey of six critical eras in the history of Israel, as these can be reconstructed through historical literature and archaeology. The course is intended to provide background for the better understanding of the biblical text.

**[Old Testament 149. The Word of God]***Fall term.* Professor MORIARTY.

A study of the word as communication, in the ancient Near East, in the Old Testament (cult, prophetic literature, wisdom), in the New Testament, culminating in the Johannine Word.

**Old Testament 150. (E) Biblical Hermeneutics and the Black Experience***Fall term.* M., 3-5. Assistant Professor Bennett.**\*Old Testament 197. (H) Proseminar: Old Testament Literature and Religion***Fall term.* F., 10-12. Assistant Professor.....**\*Old Testament 200. (H) Seminar: Old Testament Problems***Fall term.* Th., 3-5. Professors Cross and G. E. Wright.**\*Old Testament 210. (H) Seminar in the Literature of Israel***Fall term.* W., 3-5. Professor Cross.**Old Testament 224. Seminar: The Book of Job***Spring term.* Hours to be arranged. Professor DAHOOD.**Old Testament 243. Seminar: Israel's Historical Traditions***Fall term.* Hours to be arranged. Professor MORIARTY.

Investigation of the four strata (Yahwist, Elohist, Deuteronomistic, Priestly) underlying the Primary History. The Chronicler's History. Modern syntheses of Israel's history.

**Aramaic 251. Biblical Aramaic***Spring term.* Hours to be arranged. Professor.....



\*Old Testament 291. (H) Seminar: Northwest Semitic Epigraphy  
*Spring term. Th., 3-5.* Professor Cross.

\*Old Testament 295. (H) Seminar: Archaeology of Palestine and Syria  
*Fall term. Th., at 1.* Professor G. E. Wright.

\*Old Testament 299. Reading and Research  
For qualified B.D. students. By arrangement with the department.

### NEW TESTAMENT

#### [New Testament Aa. New Testament Greek]

*Spring term. Associate Professor MACRAE.*

An intensive introduction to New Testament Greek for the student without a knowledge of classical Greek, designed to enable him to follow exegetical courses and use the ordinary tools of New Testament study.

New Testament Aa. (E) Introduction to the Language of the New Testament

*Fall term. M., W., F., at 9 and (at the pleasure of the instructor) T., at 9.* Professor Goetchius assisted by Mr. Dunkly.

New Testament Aa. (H) Koine Greek

*Fall term. M., W., F., at 10.* Mr. Lazzaro.

New Testament Ab. (E) New Testament Greek

*Spring term. M., W., F., at 9.* Professor Goetchius.

New Testament Ab. (H) Koine Greek

*Spring term. M., W., F., at 10.* Mr. Lazzaro.

#### New Testament 101. Introduction to the New Testament

*Fall term. M., W., F., at 9.* Associate Professor MACRAE.

Lectures and discussion on the background of the New Testament, the various books, and the methodology of interpretation; with extensive readings.

New Testament 101. (H) Introduction to the New Testament

*Spring term. M., W., at 11, and a discussion hour to be arranged.*  
Professor Stendahl.

New Testament 102. (E) Introduction to New Testament Exegesis

*Spring term. M., 9-11; Sec. W. at 9 and 10.* Professor Shires.

**New Testament 102. (H) Introduction to New Testament Exegesis**  
*Fall term. W., at 3, and section meetings to be arranged.* Professor Stendahl.

**New Testament 107. (H) Introduction to the Intertestamental Literature**  
*Fall term. Tu., Th., at 10.* Professor Strugnell.

**New Testament 108. Introduction to Gnostic Literature**  
*Spring term. M., W., at 11.* Associate Professor MACRAE.

A lecture course on the sources, origin and development of Gnosticism and its relation to early Christianity with particular emphasis on the Nag Hammadi library. Knowledge of ancient languages is not required.  
 Prerequisite: NT 101 or its equivalent.

**New Testament 110. (H) Intermediate Greek**  
*Full course (which may be divided). Hours to be arranged.* Professor Strugnell and assistant.

**New Testament 112hf. (E) Advanced Greek**  
*Half course (throughout the year). Hours to be arranged.* Professor Goetchius.

**New Testament 122. The Gospels of Mark and Matthew**  
*Spring term. M., W., F., at 9.* Associate Professor MACRAE.

Introduction to the problems and methods of Synoptic scholarship including source-, form-, and redaction-criticism. Open to students without knowledge of Greek.  
 Prerequisite: NT 101 or its equivalent.

**[New Testament 124. The Theology of Luke-Acts]**  
*Spring term.* Associate Professor MACRAE.

The principal characteristics of the Lukan Gospel and questions of sources, literary form and historicity of Acts; main themes and problems of Lukan theology. Open to students without knowledge of Greek.  
 Prerequisite: NT 101 or its equivalent.

**New Testament 125. (E) The Gospel of Luke**  
*Fall term. M., at 11, Sec. W. and F., 11-1.* Professor Smith.

**[New Testament 127. The Johannine Literature of the New Testament]**  
*Fall term.* Associate Professor MACRAE.

Background, structure, exegesis and theology of the Fourth Gospel; exegetical study of 1 John; brief treatment of the literary form and content of the Apocalypse and its relation to the Fourth Gospel. New Testament Greek is used but is not required.  
 Prerequisite: NT 101 or its equivalent.

New Testament 127. (E) The Gospel of John  
*Fall term. M., W., F., at 11. Professor Shires.*

New Testament 130. (E) The Pauline Epistles  
*Spring term. M., W., F., at 11. Professor Shires.*

**[New Testament 131. Selected Pauline Epistles (1-2 Corinthians, Captivity Epistles)]**

*Fall term. Associate Professor MACRAE.*

Introduction to the study of St. Paul; exegesis of principal passages and analysis of Pauline theological themes in Philipians, 1-2 Corinthians, Colossians, Ephesians, with frequent reference to other epistles. New Testament Greek is used but it not required.

Prerequisite: NT 101 or its equivalent.

**New Testament 137. The Epistle to the Hebrews**

*Fall term. Hours to be arranged. Associate Professor MACRAE.*

Exegesis and theology of Hebrews with special attention to Hellenistic Jewish and Christian backgrounds. Open to students without knowledge of Greek.

Prerequisite: NT 101 or its equivalent.

**[New Testament 138. The Epistle to the Hebrews]**

*Fall term. Associate Professor MACRAE.*

Exegetical study of Hebrews; analysis of its background and theology.

Prerequisites: NT 101 or its equivalent.

NT Aa or its equivalent.

**New Testament 141. (H) Theology of the New Testament**

*Spring term. M., W., F., at 11. Professor Koester.*

**New Testament 148. (E) The Early Church in the New Testament**

*Fall term. Hours to be arranged. Professor Shires.*

**New Testament 171. (H) The Gospel Tradition in the Ancient Church**

*Spring term. Th., 2-4. Professor Koester.*

**[New Testament 205. Seminar: Epistle to the Galatians]**

*Fall term. Professor O'COLLINS.*

**New Testament 206. Seminar: Second Epistle to the Corinthians**

*Fall term. Th., 3-5. Professor O'COLLINS.*

Exegetical study of 2 Corinthians; analysis of its theology and background with particular reference to revelation, apostleship and the kerygma. NT Greek is used but not required.

Prerequisite: NT 101 or its equivalent.



New Testament 240. (E) Prayer and Worship in the New Testament  
*Fall term. Hours to be arranged.* Professor Smith.

New Testament 244. (E) The Interpretation of the Parables  
*Spring term. Hours to be arranged.* Professor Smith.

**\*New Testament 299. Reading and Research**  
 For qualified B.D. students. By arrangement with the department.

#### HISTORY OF RELIGION

History of Religion 102. (H) Introduction to the History of Religion  
*Full course (indivisible). Tu., Th., (S.), at 11.* Professor Smith and  
 Assistant Professor Yerushalmi.

History of Religion 113. (H) The Problem of Understanding  
*Spring term. M., W., F., at 9.* Assistant Professor Carman.

History of Religion 115. (H) Secularization and Worship  
*Spring term. Tu., Th., at 9.* Professor Panikkar.

History of Religion 120. (H) Mesopotamian Religion and Thought  
*Spring term. Hours to be arranged.* Professor Jacobsen.

History of Religion 151. (H) The Qur'an  
*Fall term. M., W., F., at 10.* Dr. Kamali.

History of Religion 155. (H) The Meaning of Faith for Muslims  
*Fall term. W., 4-6.* Professor Smith and Dr. Kamali.

History of Religion 163. (H) Bhakti: The Piety and Theology of Theistic  
 Hindu Movements  
*Fall term. M., W., F., at 9.* Assistant Professor Carman.

History of Religion 165. (H) Interaction Among Religious Communities  
 in Contemporary India  
*Spring term. M., W., F., at 9.* Assistant Professor Carman.

History of Religion 170a. (H) History of Buddhist Thought in India  
*Fall term. M., W., F., at 12.* Professor Nagatomi.

History of Religion 170b. (H) History of Buddhist Thought in the Far  
 East  
*Spring term. M., W., F., at 12.* Professor Nagatomi.

\*History of Religion 203. (H) Seminar: Phenomenology of Religion  
*Fall term. Tu., 4-6. Assistant Professor Carman.*

\*History of Religion 204. (H) Introduction to the Comparative Study of Religion  
*Spring term. Th., 4-6. Professor Smith.*

History of Religion 211. (H) Seminar: Religion as a Problem in Christian Theology  
*Spring term. Tu., 4-6. Assistant Professor Carman.*

\*History of Religion 216. (H) Seminar: The Ultimate, the Relative and the Way to Salvation According to Various Sacred Scriptures  
*Spring term. Th., 2-4. Professor Panikkar.*

\*History of Religion 250. (H) Seminar: Selected Topics in Islamic Religious Thought  
*Spring term. Hours to be arranged. Dr. Kamali.*

#### CHURCH HISTORY

Church History 100. (E) Introduction to the Historical Study of Christianity  
*Fall term. M., W., F., at 11. Professors Patterson and Booty, with members of other departments.*

Church History 101a. (H) Ancient Church History  
*Fall term. M., W., F., at 9. Professor Williams.*

Church History 101b. (H) Medieval Church History  
*Spring term. M., W., F., at 9. Professor Williams.*

Church History 106. (H) History of Christian Thought II  
*Spring term. Tu., Th., at 10; plus sections to be arranged. Assistant Professor Preus.*

Church History 110. (E) The Age of the Church Fathers  
*Spring term. M., W., F., at 11. Professor Patterson.*

Church History 120. Prophecy and Order: The Medieval Church to 1300

*Fall term. M., 1-3. Assistant Professor MENARD.*

An in-depth study of the various medieval reformers and reform movements and their relationship with the institutional Church during the high middle ages.

**Church History 121. Conciliarism and Reform in the Later Middle Ages***Spring term. M., 1-3. Assistant Professor MENARD.*

An analysis of the issues and problems which confronted the Church during the two centuries preceding the Reformation with a focus on the overriding themes of conciliarism and reform.

**Church History 123a. (H) Readings in the Vulgate and Medieval Latin Literature***Fall term. M., W., F., at 11. Mr. Lazzaro.***Church History 123b. (H) Readings in the Vulgate and Medieval Latin Literature***Spring term. M., W., F., at 11. Mr. Lazzaro.***[Church History 130. The Reformation in Germany]***Spring term. Professor.....*

A survey of the major theological and ecclesiastical issues of the Continental Reformation, with particular emphasis on Luther, Calvin and Zwingli.

**[Church History 131. The Reformation in the British Isles]***Spring term. Professor.....***[Church History 132. The Counter Reformation]***Spring term. Professor.....***Church History 132. (E) The English Reformation***Fall term. Tu., 3-5. Professor Booty.***Church History 133. (H) Martin Luther***Fall term. Tu., Th., (S.), at 10. Assistant Professor Preus.***[Church History 133. The Council of Trent]***Spring term. Professor.....***Church History 140. Modern Papacy***Spring term. Th., 1-3. Associate Professor BRODERICK.*

Historical development of the papal office in the post-Tridentine period up to the present.

**Church History 141. History of the Catholic Church 1648-1789***Fall term. M., 3-5. Associate Professor BRODERICK.*

Study of the main developments in the internal and external life of the Church from the close of the Reformation period to the outbreak of the French Revolution, both in Europe and in mission territories, exclusive of the United States.



**Church History 142. History of the Catholic Church 1789-1969***Spring term. M., 3-5. Associate Professor BRODERICK.*

Study of the principal developments in the external and internal life of the Church from the start of the French Revolution to the present, exclusive of the United States.

**[Church History 150. American Church History]***Fall term. Professor.....*

A general survey course, presented through lectures and occasional discussion seminars, portraying major issues and figures in the formation and development of American religious life and thought, all pointed toward a clearer understanding of the contemporary American religious scene.

**Church History 150. (E) American Church History***Spring term. W., F., at 9. Associate Professor Bothell.***Church History 151b. (H) American Church History***Spring term. M., W., F., at 2. Dr. C. C. Wright.***Church History 154. (H) Pro-Seminar: Neglected Aspects of American Church History***Fall term. M., 4-6. Dr. C. C. Wright.***Church History 158. (H) American Religion in the Reform Era, 1880-1915***Fall term. M., W., F., at 10. Professor Hutchison.***[Church History 160. Nestorian Church History]***Spring term. Assistant Professor DEVENNY.*

Reading and discussion of source material and studies.

**Church History 180. (H) Pro-Seminar: Contemporary Problems in Historical Perspective***Fall term. Hours to be arranged. Assistant Professor Preus.***\*Church History 211. (H) Seminar: Problems in the History of the Ancient Church: Tertullian, Life and Thought***Fall term. Tu., 3-5. Professor Williams.***Church History 212. (E) Seminar: Use of St. Paul in the Church Fathers***Fall term. W., 3-5. Professor Patterson.***Church History 214. (E) Seminar: Theology of St. Augustine***Spring term. W., 3-5. Professor Patterson.*

- \*Church History 215. (H) Readings in Patristic Latin  
*Spring term. M., 1-3. Mr. Lazzaro.*

**Church History 221. Seminar: East-West Relations in Medieval Christianity**

*Spring term. W., 3-5. Assistant Professor MENARD.*

A study of the ever-widening breach between the Church in the East and in the West from the Iconoclastic crisis through the Crusades. Special emphasis will be given to the unsuccessful ecumenical attempts at the councils of Lyons II (1274) and Florence (1439-40).

- \*Church History 232. (H) Seminar: Problems in Reformation History  
*Spring term. Hours to be arranged. Assistant Professor Preus.*

**Church History 242. Seminar: Vatican Council I**

*Fall term. Th., 1-3. Associate Professor BRODERICK.*

Study of the conciliar sessions devoted to the papacy. Round-table discussions of student papers on selected topics.

**Church History 244. (E) The Church of England in the Nineteenth Century**

*Spring term. Tu., 3-5. Professor Booty.*

- \*Church History 250. (E) Topics in American Religious Studies  
*Fall term. Hours to be arranged. Associate Professor Bothell.*

\*Church History 250a. (H) Seminar: Historiography of American Religion to 1825

*Fall term. Hours to be arranged. Dr. C. C. Wright.*

\*Church History 250b. (H) Seminar: Historiography of American Religion since 1825

*Spring term. Hours to be arranged. Professor Hutchison.*

**Church History 256. (H) Research Seminar in American Religious History**

*Fall term. Hours to be arranged. Professor Hutchison.*

\*Church History 280. BTI Patristic Seminar: Baptism and Eucharist in the Early Church

*Fall term. Tu., 7:30-9:30 p.m. Professors PATTERSON, KILMARTIN, O'MALLEY, and representatives of other BTI schools.*

The seminar will treat Baptism and Eucharist in early Christian thought and practice, and their bearings on contemporary liturgical problems. Open to students with some knowledge of early Christianity and modern liturgical renewal, with permission of instructors in the several institutions.

**\*Church History 299. Reading and Research**

For qualified B.D. students. By arrangement with the department.

**Church History 311. (H) Colloquium**

*Spring term. W., 7:30-9:30 p.m.* Professor Williams.

**HISTORICAL THEOLOGY****Historical Theology 112. The Christological and Trinitarian Controversies**

*Spring term. Tu., Th., at 11.* Father BUMPUS.

An historical survey of the developments of Trinitarian and Christological speculation up to the fifth century. Emphasis is placed on theological methodology and on the evaluation of philosophical structures as vehicles of affirmations of faith.

**Historical Theology 113. The History of the Doctrine of Grace**

*Fall term. M., 3-5.* Professor DONNELLY.

Biblical, especially Johannine and Pauline doctrine; patristic, especially Augustine and Greek Fathers on divinization; medieval, especially the Thomistic synthesis; Reformation and Trent; post-Tridentine developments; modern trends: Catholic, Orthodox and Protestant.

**[Historical Theology 114. The Eucharist in the Ante-Nicene Church]**

*Spring term.* Professor KILMARTIN.

A detailed study of the New Testament and patristic sources, including Greek and Latin writers up to A.D. 325, dealing with Eucharistic doctrine and practice. This will be conducted partially as a lecture course, partially as a seminar.

**Historical Theology 115. Early Development of the Eucharistic Doctrines**

*Spring term. W., 3-5.* Professor KILMARTIN.

An historical treatment of the evolution of Eucharistic doctrine and practice. Special emphasis is placed on the New Testament and patristic periods, as well as the immediate background of key issues which came to the foreground in the controversies of the sixteenth century.

**[Historical Theology 116. Baptism in the Ante-Nicene Church]**

*Fall term.* Professor KILMARTIN.

A detailed study of the New Testament and patristic sources, including Greek and Latin writers up to A.D. 325, dealing with baptismal doctrine and practice. This will be conducted partially as a lecture course, partially as a seminar.



Theology 121. (H) Grace and Glory in Medieval Theology  
*Spring term. Tu., Th., at 10. Professor McGill.*

Theology 122. (E) Theological Interpretations of the Human Situation  
*Spring term. M., 3-5. Professor Wolf.*

Theology 132. (H) The Interpretation of Religious Experience  
*Fall term. Tu., Th., at 11. Professor Niebuhr.*

Theology 136. (H) Studies in Religion and Culture: Kant, Coleridge, and Schleiermacher.

*Spring term. Tu., Th., at 11, with a third hour to be arranged. Professor Niebuhr.*

**Historical Theology 140. Roman Catholic Ecclesiology in the Nineteenth Century**

*Fall term. W., 1-3. Professor LAWLOR.*

The course will examine the orientations of ecclesiology, chiefly in Moehler, in the Roman School (Passaglia, Schrader, Franzelin), at Vatican I, in Pilgram and in Scheeben.

**Historical Theology 141. Theology of the Nineteenth Century**

*Spring term. Th., 1-3. Professor SCHUPP.*

Ethics 158. (E) Life and Thought of William Temple

*Fall term. Hours to be arranged. Professor Fletcher.*

Theology 161. (H) The Reality of Jesus

*Fall term. Tu., Th., at 9. Professor McGill.*

**Historical Theology 162. Theology of the Middle Eastern Churches**

*Fall term. Hours to be arranged. Assistant Professor DEVENNY.*

Reading and discussion of source material and studies. Treats Chaldean and Syrian-Catholic Churches. Topics include: Christology, ecclesiology, sacramental theology, scriptural theology, spiritual theology, canon law. A reading knowledge of French or German is required. This course may be taken more than once for credit.

**Historical Theology 163. Muslim Theology**

*Spring term. Hours to be arranged. Assistant Professor DEVENNY.*

Reading and discussion of source material and studies. A reading knowledge of Arabic is ordinarily expected but will not be required. The student will be required to have a reading knowledge of either French or German. This course may be taken more than once for credit.

**Historical Theology 181. The Ecclesiology of Vatican II***Spring term. Tu., Th., at 11. Professor LAWLOR.*

The course will deal with such questions as the following: (a) the concept of authority in the Church, (b) sin and reform in the Church, (c) pneumatology, (d) missionary theology, (e) relation of the Church to non-Christian religions and to non-Catholic Christian Churches.

**Historical Theology 184. Christ's Resurrection in Recent Theology***Fall term. W., 1-3. Professor O'COLLINS.*

A study of the issues and of the contributions to an understanding of the resurrection which Barth, Bultman, Moltmann, Marxsen, Rahner and other theologians have made.

**Historical Theology 185. Culture as the Catalyst of Theology***Spring term. W., 1-3. Professor O'MEARA.*

Theology is the vital, creative correlation of a person's world with his faith. Particular historical philosophies (Augustine's, Aquinas') as well as social patterns, psychological thought-forms, the arts and philosophy in the widest sense have all contributed to forge different theologies. The following periods are selected to illustrate the encounter of the Christian message with a particular culture: Alexandria in the beginning of the third century, thirteenth-century Paris, Germany in the early sixteenth century and in the middle of the nineteenth century, the United States in the last third of the twentieth century.

**Historical Theology 186. Contemporary Catholic Theologians***Spring term. Th., 3-5. Professor O'MEARA.*

In light of the profound changes introduced by Vatican II, a study is made of the theologians influential in the formation of the Council and in the post-conciliar scene within Roman Catholicism. Against the background of late nineteenth-century theology and Modernism, attention is focused on the background, cultural influences, theological perspective and concrete work of Congar, Rahner, Schillebeeckx and Teilhard de Chardin. New directions in Roman Catholic theology are represented by such European theologians as H. Küng, J. B. Metz, and by Americans such as M. Novak.

**Theology 210. (E) Seminar: Advanced Problems in Theology***Fall term. Hours to be arranged. Professor Thomas.***[Historical Theology 216. Seminar: *Koinonia* and *Communio* in Christian Literature of the Ante-Nicene Period]***Spring term. Professor KILMARTIN.*

A detailed study of the use of these terms in the New Testament and Greek and Latin patristic sources up to A.D. 325, with special emphasis on the period from A.D. 200-325. Reading knowledge of Greek and Latin required.

Theology 220. (E) Seminar: Issues in Anglican Theology from Maurice to the Present

*Spring term. Th., 11-1. Professor Wolf.*

**Historical Theology 221. Seminar: The Development of the Western Liturgies**

*Fall term. W., 3-5. Assistant Professor MENARD.*

A study of the evolving forms of Christian worship in the West from the patristic age onward.

\*Theology 231. (H) Seminar: Jonathan Edwards

*Spring term. Hours to be arranged. Professor Niebuhr.*

Theology 234. (H) Seminar: Ludwig Feuerbach and Theology

*Fall term. Hours to be arranged. Professor Glasse.*

\*Ethics 275. (H) Seminar: Ernst Troeltsch

*Spring term. Hours to be arranged. Professor Potter.*

[**Historical Theology 281. Seminar: Problems in Christology**]

*Spring term. Assistant Professor RICHARD.*

A comparative study of the Christology of John Calvin and Karl Barth with special attention given to their understanding of the relation of God to the world and man.

[**Historical Theology 282. Seminar: Historical Development and Evolution of Dogma**]

*Fall term. Assistant Professor RICHARD.*

The notion of growth, development and change as applied to dogma. The relevancy of religious language to express revelation.

**Historical Theology 283. Seminar: Original Sin in Recent Roman Catholic Theology**

*Spring term. W., 1-3. Professor DONNELLY.*

Crucial aspects of the modern problematic. What constitutes the unchangeable nucleus of the dogma as revealed truth? What are disposable encrustations whose removal would clarify the impact of this dogma on Christian life? Modern efforts to reconcile biblical doctrine and conciliar teaching (Trent) with a polygenistic origin of man as proposed by Alszeghy, Boné, Cazelles, Flick, Grelot, de Rosa, Rahner, Rondet, Lyonnet and others.

\***Historical Theology 299. Reading and Research**

For qualified B.D. students. By arrangement with the department.



## SYSTEMATIC THEOLOGY

**Systematic Theology 101. Introduction to Theology**

*Fall term. M., W., F., at 10. Assistant Professor RICHARD.*

A study of the nature and function of theological work, considering the sources, revelation, faith, dogma. The scope, methods and task of theology today.

**Systematic Theology 103. Soteriology and Grace**

*Fall term. M., W., F., at 10. Professor DONNELLY.*

A. Soteriology: biblical terms; New Testament theologies of redemption; patristic development; Anselm, Abelard and Thomas; Reformation; modern trends; systematic synthesis; motivation; Christ's saving work as sacrifice, redemption, merit, satisfaction; soteriological value of the resurrection.

B. Grace: divinization; justification as work of God and as personal response of adoptive sonship; necessity for personal fulfillment. Trinitarian, Christological, ecclesial and sacramental aspects of grace.

**Systematic Theology 104. The Mystery of God**

*Spring term. M., W., F., at 9. Father BUMPUS.*

Speculation about God in the Western world, from Hebrew and Graeco-Roman sources up to the present. Emphasis on the scholastic synthesis and on the problem of God today. The names and properties that can be meaningfully attributed to God today.

**Systematic Theology 105a. Creation, Elevation and Original Sin**

*Spring term. M., W., F., at 10. Professor DONNELLY.*

Origins of salvation history in its cosmic and human dimensions. Emphasis on modern dynamic aspects deriving from a deeper critical awareness of recent scholarship concerning the development of revelation and dogma, and from the increasing impact of evolutionary history. Man, as the final term of creative evolutionary process in a Christocentric universe. The absolute uniqueness of man as image of God, called from his primordial origin to share personally in Trinitarian life. Man's initial response—the NO of original sin, and man's absolute need of redemption.

**[Systematic Theology 105b. Creation, Elevation and Original Sin]**

*Spring term. Assistant Professor READ.*

Examines the theological doctrine of the origins of the temporal universe and man, together with the latter's destiny and endowments and the revealed fact and nature of original sin.

**Systematic Theology 106a. The Mystery of Christ**

*Spring term. M., W., F., at 10. Assistant Professor READ.*

The theological doctrine on the mystery of Christ in himself, his divinity and humanity, and in relation to his redemptive role and function in man's life.

**Systematic Theology 106b. The Mystery of Christ**

*Fall term. Tu., 10-12. Assistant Professor RICHARD.*

The divinity and humanity of Christ in the mystery of their unity. The incarnation as prototype of all relationships and tensions between God and the world.

**Systematic Theology 108. Ecclesiology**

*Spring term. M., W., F., at 11. Professor LAWLOR.*

This course deals with the following themes: the mystery of the Church as communion of the saints, the people of God, the Body of Christ, the sacrament of salvation; membership; magisterium and regimen; laymen and religious; the four properties of the Church; finality of the Church; the heavenly Church. A reading knowledge of Latin, Greek and a modern language is required.

**Systematic Theology 109. Sacramental Theology**

*Fall term. M., W., F., at 11. Professor KILMARTIN.*

The sacramental character of the activity of the Church with special reference to word and sacrament. Baptism, Confirmation, Eucharist, Penance, Anointing of the Sick, Orders and Matrimony are given individual consideration from the viewpoint of historical and speculative theology.

**Theology 112. (E) Introduction to Theology**

*Full course. M., 9-11; Sec. W., at 9 and 10; F., at 9. Professor Thomas and Assistant Professor Scott.*

**[Systematic Theology 115. Theology of Hope]**

*Fall term. Professor O'COLLINS.*

**Theology 128. (E) Towards a Theology of Freedom and Revolution**

*Spring term. Tu., 3-5. Professor Hoekendijk.*

**Theology 143. (H) Problems in Theological Thinking**

*Fall term. Hours to be arranged. Professor Kaufman.*

**Theology 144. (H) Problems in Theological Method**

*Spring term. Hours to be arranged. Professor Kaufman.*

**Systematic Theology 213. Seminar: Spiritual Theology**

*Fall term. M., 1-3. Assistant Professor READ.*

The nature of and growth in religious fulfillment; the life of faith and charity in its functioning; spiritualities and states of life.

**Systematic Theology 214. Seminar: Theology of Prayer**

*Spring term. M., 1-3. Assistant Professor READ.*

Nature and forms of prayer, personal and liturgical; historical forms in Scripture and Church life; theology of prayer.

Theology 226. (E) Seminar: The Character of God

*Spring term. Hours to be announced.* Assistant Professor Scott.

**Systematic Theology 250. BTI Seminar in Ecumenical Theology: The Theology of Change in Man, Church and World.**

*Fall term. Th., 7:30-9:30 p.m.* Professor KILMARTIN in association with other faculty from the BTI and also from Hellenic College and Gordon Divinity School.

From a theological viewpoint, this joint seminar will explore and reflect upon the phenomena of change (spiritual, psychological, sociological) in man's history and in the contemporary world and Church.

Theology 261. (H) Seminar: The Christian Doctrine of Love

*Fall term. M., 2-4.* Professor McGill.

\*Church 286. (H) Seminar: Contemporary Conceptions of the Church

*Spring term. Hours to be arranged.* Professor Fichter.

\***Systematic Theology 299. Reading and Research**

For qualified B.D. students. By arrangement with the department.

#### THEOLOGICO-PASTORAL THEOLOGY

**Theological Ethics 101. Christian Theological Ethics**

*Fall term. M., W., F., at 11.* Assistant Professors COUTURE and HOGAN and Father HALPIN.

A study of Christian personal existence and moral activity. The concern will be to define the moral selfhood (its nature and qualities) of the Christian and to formulate those norms, principles and values which flow from man's life in Christ. Consideration will be given to methodological and substantive issues being discussed in contemporary ethical discourse. Professors and students will meet frequently in small groups to discuss and correlate lecture material and assigned readings.

**Theological Ethics 102. Power and Decision Making in the Roman Catholic Church**

*Spring term. Hours to be arranged.* Father FINNEGAN.

A historical survey of the development of the decision-making centers of the Roman Catholic Church. The need for reform of contemporary Church structure is approached by a systematic comparison of the Conciliar Decrees of Vatican II with the traditional canon law of the Church. At the conclusion of the course special attention is focused on the assumptions and judicial procedures of the Matrimonial Tribunal as well as the pastoral norms for Christian marriage in the Roman Catholic Church.



**[Theological Ethics 103. Christian Social Ethics]**

*Fall term.* Professor.....

A study which aims at an understanding of the fundamental moral perspective of the Christian vis-à-vis the historical human reality of the social, economic and political spheres. Consideration will be given to the foundational principles of Christian Social Ethics, viewed from an historical and systematic perspective. Particular emphasis will be placed on such contemporary issues as international relations, war and peace, race and group relations, civil disobedience, medico-moral problems, technology and the human person.

**Theological Ethics 104. Theology and Sociology**

*Spring term.* M., 3-5. Professor SCHUPP.

**Theological Ethics 105. Human Sexuality and Christian Marriage**

*Fall term.* M., W., F., at 9. Assistant Professor HOGAN.

A study of the significance of human sexuality within the context of a Christian anthropology; an explicitation of those normative principles generated by the above significance. Traditional Roman Catholic norms of sexual morality will be critically evaluated. Particular consideration will be given to such problems as the birth control issue, premarital sex, divorce.

**Ethics 108. (H) Christian Theological Ethics**

*Spring term.* M., W., (F.), at 10. Professor Dyck.

**Ethics 109. (H) Christian Social Ethics**

*Spring term.* Tu., Th., at 10 and a discussion hour to be arranged.  
Professor Potter.

**Ethics 112. (E) An Introduction to Christian Ethics**

*Spring term.* Tu., at 9; Th., 9-11. Professor Fletcher.

**Church 119. (H) Power and Decision Making**

*Fall term.* Hours to be arranged. Professor Burkholder.

**Ethics 140. (E) Seminar: Bonhoeffer and Modern Theological Ethics**

*Fall term.* Hours to be arranged. Professor Fletcher.

**Ethics 182. (H) Sociology of Religion**

*Fall term.* M., W., F., at 12. Professor Fichter.

**Ethics 185. (H) Religion and Women**

*Fall term.* Tu., Th., at 10. Professor Fichter.

**Ethics 187. (H) Christianity and Radical Social Thought**

*Fall term.* Hours to be arranged. Professor Potter.

**Ethics 188. (H) Psychology and Ethical Theory**

*Spring term. M., W., at 9, and a discussion hour to be arranged.*

Professors Dyck and Potter.

**Theological Ethics 201. Seminar: Practical Issues in Historical Perspective**

*Fall term. Th., 3-5. Assistant Professor COUTURE.*

In-depth study of certain basic themes of moral theology in their historical development and their significance for current debates. Focus will be on primary sources. Reading knowledge of Latin required.

Prerequisite: TE 101 or its equivalent.

**Theological Ethics 202. Seminar: Christian Ethics and Natural Law Theories**

*Spring term. Tu., Th., at 9. Father HALPIN.*

An historical survey of natural law theories within the Roman Catholic tradition and a critical evaluation of their supporting theological anthropologies. Reformation themes and natural law; theological groundings of natural law in recent Catholic ethical reflection on natural law and theological methodology.

**Theological Ethics 203. Seminar: Christian Situationalism**

*Spring term. M., 3-5. Assistant Professor HOGAN.*

A study of situational morality, its sources, evolution and impact on contemporary theological ethics. The writings of the principal exponents of situationalism (with special emphasis on the English-speaking world) will be critically analyzed. Traditional moral principles will be subjected to re-evaluation in the light of the situational approach.

**[Theological Ethics 205. Seminar: Church-State]**

*Spring term. Assistant Professor WHITE.*

Theology of Church-State relationship. Historical development of this theology. Decree on Religious Liberty of the Second Vatican Council. Current problems on separation of Church and State: the Church and legislation in social and moral matters. Direct and indirect "aid to religion."

**Theological Ethics 206. Seminar: Vatican II and the Renewal of Christian Ethics**

*Spring term. Th., 3-5. Assistant Professor COUTURE.*

Guided study and discussion of basic themes in the Council documents relevant to current debates in Christian ethics, such as: the Christian view of man, religious freedom, the Church and the world.

Prerequisite: TE 101 or its equivalent.

**[Theological Ethics 207. Seminar: The Lord's Day and Christian Living]**

*Fall term.* Assistant Professor COUTURE.

Origin and historical development. Theology of the Lord's Day. Moral and pastoral evaluation of the precepts of Sunday Mass and Sunday rest today. Christian meaning of leisure in the context of the Lord's Day.

**Theological Ethics 250. BTI Seminar in Christian Social Ethics: Ethics and the Biological Sciences**

*Spring term. Tu., 7-10 p.m.* Professors COUTURE, FLETCHER and representatives of other BTI schools.

An examination of problems posed by medical advances: organ transplants, fertility control, genetic selection, biological warfare, pollution, ecological research, "cyborg" extensions of human functions, and the conceptual lags in theological discourse.

**\*Theological Ethics 251. Advanced Seminar on Ethical Issues: The Christological Foundations of Theological Ethics**

*Spring term. Hours to be arranged.* Assistant Professors COUTURE and HOGAN and Father HALPIN.

The seminar is intended to provide a setting wherein professors and qualified B.D. students will engage in intensive study on a problem of mutual concern. This year the intent will be critically to evaluate recent formulations (both Protestant and Roman Catholic) of the Christocentric nature of theological ethics; investigate present developments in the area of Christology and indicate their significance for ethical discourse; present personal theological reflections on this basic theme. Permission of professors required for registration.

**\*Ethics 278. (H) Seminar: Doctrines of Natural Law**

*Fall term. Th., 3-5.* Professor Dyck.

**Ethics 284. (H) Seminar: Ethical Aspects of Population Policy**

*Spring term. Hours to be arranged.* Professors Potter and Dyck.

**\*Theological Ethics 299. Reading and Research**

For qualified B.D. students. By arrangement with the department.

**Church 103. (H) Religion as an Occupation**

*Spring term. Hours to be arranged.* Professor Fichter.

**[Pastoral Theology 107. Sacramental Liturgy]**

*Spring term.* Fathers GALLEN and MADDEN.

An analysis of the seven fundamental community prayer situations in the Church's life, examined precisely from the point of view of community prayer; references are made to relevant points drawn from canonico-moral and systematic considerations.



**Pastoral Theology 108. Theology of Worship in the American Religious Experience**

*Spring term. W., 3-5. Fathers GALLEN and MADDEN.*

**Pastoral Theology 109. Pastoral Problems**

*Spring term. Th., 3-5. Father HALPIN and others.*

A course designed to assist future ministers in dealing with a variety of pastoral encounters and problems: the problematic of the practice of the sacrament of reconciliation in the Roman Catholic Church today; the role of the minister in the sacramental encounter with reference to specific questions; problems such as sexual maturity and the adolescent, drug addiction, the scrupulous conscience, socio-religious prejudice, pastoral encounters with the aged and the dying.

**Pastoral Theology 111. Ascetical and Mystical Theology**

*Spring term. M., 1-3. Professor BURKE.*

The course examines the experience of mystery, transcendence and covenant in three convergent areas: (1) historical instance, v.g. roman courtois and the pre-Raphaelite brotherhood, (2) psychological reflection on behavioral experience and inter-experience (R.D. Laing), (3) informing theology; reciprocal revelation through the inflection of the Spirit.

**Pastoral Theology 112. The Pastoral Theology of Saint Luke**

*Fall term. Tu., Th., at 9. Assistant Professor DOHERTY.*

The course examines in detail the spiritual and ascetical themes of Luke's Gospel and Acts. It is primarily intended as a practical preparation through reflection and discussion for retreat work and pastoral counseling.

**Pastoral Theology 113. The Pastoral Theology of Saint Mark**

*Spring term. Tu., Th., at 9. Assistant Professor DOHERTY.*

The course examines in detail the spiritual and ascetical themes of Mark's Gospel. It is primarily intended as a practical preparation through reflection and discussion for retreat work and pastoral counseling.

**Pastoral Theology 114. (E) Homiletics**

*Fall term. Hours to be arranged.*

**Pastoral Theology 114. Prayer in the Secular City I**

*Fall term. M., 3-5. Assistant Professor DOHERTY.*

A reflective study of the biblical and theological doctrine on prayer in the light of modern spiritual principles.

**Pastoral Theology 115. Prayer in the Secular City II***Spring term. W., 1-3. Assistant Professor DOHERTY.**A continuation of PT 114.***Church 115hf. (H) Issues in Contemporary Ecumenical Relations and Ministry***Half course (throughout the year). Tu., 4-6. Professor O'Donohoe and Mr. Elder.***Church 116. (H) Exegesis and Preaching***Full course (which may be divided). W., 12-2. Professors Koester and Price.***Church 117hf. (H) The Ministry and the General Hospital***Half course (throughout the year). Hours to be arranged. Dr. Bojar.***Church 118hf. (H) Psychiatric Field Education***Half course (throughout the year). Hours to be arranged. Dr. Finstein. Limited to ten.***Pastoral Theology 122. (E) The Life of Prayer***Fall term. Tu., 9-11. Professor Guthrie.***Pastoral Theology 128. (E) Liturgics****Pastoral Theology 130hf. (E) Choral Music in the Church***Half course (throughout the year). Hours to be arranged. Associate Professor Cassels-Brown.***Church 131. (H) Music in the Protestant Church***Spring term. M., W., F., at 3. Mr. J. R. Ferris.***[Pastoral Theology 132. Catechetics]***Spring term. Professor.....*

This course investigates the nature and purpose of contemporary catechetics against the background of recent studies in theology and anthropology. Through practical exercises, the students are introduced to biblical and liturgical styles of catechesis and to the catechesis of human values.

**Ethics 136. (E) Right-Wrong Decisions in Pastoral Care***Spring term. W., 3-5. Professor Fletcher.***Pastoral Theology 142. (E) The Parish Ministry***Spring term. Tu., 11-1. Professor Fairbanks.*

**\*Pastoral Theology 162. (E) A Laboratory in the Christian Education of Adults**

*Fall term. Tu., 7:00-9:30 p.m. Professor Benignus.*

**Church 172. (H) Theology as Symbolization of Experience**

*Spring term. Hours to be arranged. Mr. Fowler.*

**Church 173hf. (H) Urban Problems and Suburban Change**

*Half course (throughout the year). Hours to be arranged. Professor Marx and Mr. Chesnut.*

**Pastoral Theology 208. Seminar: Spiritual Direction**

*Spring term. Tu., Th., at 10. Assistant Professor READ.*

Theological doctrine on the nature and goal of spiritual direction, as distinct from yet relevant to psychotherapy and counseling and considering problems in spiritual discretion and the discernment of spirits.

**\*Pastoral Theology 209. Seminar: Dynamics of Personal Interaction**

*Spring term. W., 7-10 p.m. Father FOLEY.*

An in-depth study of the dynamics of personal interaction and the effects of this interaction on the individuals involved. The situs of this interaction will be an experience of Christian community living. Participation in such a basic encounter will be an integral part of the course. Permission to register is reserved to the instructor.

**\*Pastoral Theology 210. BTI Field Education Project: Alcoholism**

*Fall and Spring terms. Hours to be arranged. Professors CONNELLY and DONNELLY.*

Reflective seminars and supervised participation in the program. Permission of instructors required for registration.

**\*Pastoral Theology 211. BTI Field Education Project: Weston College Tutorial Program**

*Fall and Spring terms. Hours to be arranged. Professor.....*

Reflective seminars and supervised participation in the program. Permission of the department is required for registration.

**Pastoral Theology 212. Seminar: Practicum in Liturgy**

*Fall term. W., 3-5. Father SMITH.*

Primarily intended for those who will exercise a directive and presidential role in sacramental celebrations. Topics to be covered in theoretical and practical sessions: the articulation of meaningful signs for modern Christians, sacramentality of the word, practical relations of exegesis and preaching, Eucharistic assemblies, Christian initiation and reconciliation, music, dance, vesture, interpersonal relations in a cultic context, criteria for experimentation, etc. Practical experiments will be worked out in small seminar groups. ST 109 or PT 107 valuable as a preparation.



Church 245. (H) Patterns for the Renewal of the Church  
*Spring term. Tu., Th., at 10.* Professor Burkholder.

Church 250. (H) Pastoral Care and Counseling  
*Fall term. Hours to be arranged.* Dr. Rogers.

**\*Pastoral Theology 251. Field Education Project: Spiritual  
Counseling of the Adolescent**

*Fall and Spring terms. Hours to be arranged.* Assistant Professor  
BARRY.

Reflective seminar and supervised counseling of high school students.  
Permission of instructor required for registration.

Pastoral Theology 252. (E) the Theory and Practice of Group Dynamics  
*Fall term. W., 2-5.* Professor Benignus.

Pastoral Theology 256. (E) Pastoral Counseling  
*Fall term. Tu., 11-1.* Professor Fairbanks.

Pastoral Theology 258. (E) Marriage and Family Counseling  
*Spring term. W., 11-1.* Professor Fairbanks.

Church 283. (H) The Structure of the Christian Life  
*Spring term. M., W., F., at 2.* Professor Burkholder.

**\*Pastoral Theology 299. Reading and Research**

For qualified B.D. students. By arrangement with the department.

**\*Pastoral Theology 306. Personality Theories and Religious  
Experience**

*Fall term. M., W., F., at 9.* Assistant Professor BARRY.

The course aims at an understanding of the major dynamic theories of personality with emphasis on the structural aspects of theory, i.e. how personality structures are formed and maintained and influence behavior. Theological and pastoral conclusions will be continually taken up in lectures and discussions.

Prerequisite: an introductory course in psychology.

**\*Pastoral Theology 307. Pastoral Counseling**

*Spring term. Tu., Th., at 10.* Assistant Professor BARRY.

The course will attempt to show how various counseling and therapeutic theories follow from theories of personality. Techniques of counseling and various problems encountered in counseling will be discussed and illustrated. Special problems faced by pastoral counselors will be discussed.

Prerequisite: PT 306 or its equivalent.

**\*Pastoral Theology 308. Psychopathology***Spring term. M., W., F., at 11. Father TOUSIGNANT.*

Brief review of major issues in psychopathology: normality and abnormality; concepts, models and etiology of psychopathology; psychoanalytic and learning approaches to neuroses; symptoms of psychosis; biological, interpersonal and social approaches to psychosis.

Prerequisite: an introductory course in psychology or its equivalent.

**REQUIRED COURSES**

The semester distribution of the required courses and required alternatives (besides those of first year on p. 16) is usually as follows:

FALL		SPRING	
CH 150	American Church History	HT 112	The Christological and Trinitarian Controversies
TE 103	Christian Social Ethics	ST 108	Ecclesiology
TE 105	Human Sexuality and Christian Marriage		
ST 103	Soteriology and Grace		
ST 109	Sacramental Theology		
CH 141	History of the Catholic Church 1648-1789	OR	CH 142 History of the Catholic Church 1789-1970
HT 113	History of the Doctrine of Grace	OR	a Vatican II course, e.g. HT 181 Ecclesiology of Vatican II HT 186 Contemporary Catholic Theologians
			TE 206 Vatican II and the Renewal of Christian Ethics
PT 212	Practicum in Liturgy	OR	PT 108 Theology of Worship in the American Religious Experience
ST 106b	Mystery of Christ	OR	ST 104 Mystery of God OR ST 106a Mystery of Christ

It is to be noted that not all of these courses are offered during each academic year; other alternatives are offered from time to time.

# BUREAU OF PUBLIC AFFAIRS



CHESTNUT HILL, MASSACHUSETTS 02167



## BUREAU OF PUBLIC AFFAIRS

ROBERT J. M. O'HARE, *Director*

The Bureau was established in 1957 as a research arm of the Boston Citizen Seminar. In fact, it received its first name, Seminar Research Bureau, from this public forum. In 1961, the title was changed to its present reading, in anticipation of the development of a Graduate School of Public Affairs within the university complex.

*Boston Citizens Seminars*

The Bureau, located in Philomatheia Hall, provides staff support for the Boston Citizen Seminars as a primary responsibility, directing all the technical work associated with the conduct of the Seminars throughout the academic year.

*Urban and Metropolitan Affairs*

Primary areas of concern to the Bureau are state and local government, and urban and metropolitan affairs. In this respect, the Bureau acts as a resource agency of the university principally and a research arm secondarily. One of the major programs of the Bureau is sponsorship of the Massachusetts Municipal Training Institute, a service program of training for administrators, supervisors and employees of state and local government. Recent courses include Collective Bargaining, Capital Improvement Programming, Personnel Administration, Urban Planning and Zoning, Administrative Practices, and Municipal Finance.

*Affiliations*

The Bureau works cooperatively with a variety of organizations and institutions in the Boston Region, including all the city and town governments in the Region. It sponsors conferences and institutes in association with such organizations as the American Society for Public Administration, Metropolitan Area Planning Council, Massachusetts League of Cities and Towns, National Civil Service League, Citizens for the Advancement of the Public Service and groups working in the area of Environmental Management. The Bureau has continuing memberships in many national and professional organizations, including the International City Management Association, National Municipal League, Governmental Research Association, and National Association of Housing and Redevelopment Officials.

*Publications*

A primary publication of the Bureau is the Annual Proceedings of the Boston Citizen Seminar. Other publications are the result of special studies, including a Municipal Collective Bargaining Manual (1969), three booklets on Modernizing Local Government in Massachusetts (1969), an Administrative Study of the City of Malden (1969) and a Metropolitan Study of Communities of the Blackstone Valley, Rhode Island (1969).

*Study Programs*

The Bureau serves as a primary vehicle for the submission of proposals to the Massachusetts Board of Higher Education, in connection with Title I of the Higher Education Act of 1965, relating to research and educational aspects of community service. The Bureau is a member of a Consortium of college and university research centers, funded by this law. The Bureau carries on a continuing program of study and mass education with funds from this source.





# THE OFFICE OF SPECIAL PROGRAMS



CHESTNUT HILL, MASSACHUSETTS 02167

## THE OFFICE OF SPECIAL PROGRAMS

CHARLES L. VAUGHN, PH.D., *Director*

The office of Special Programs engages in a broad spectrum of contract research and educational activities. Special attention is directed towards research, conferences and seminars on timely social issues of particular import to the local and national business communities, and effort is made to publish results of activities in these fields.

There is no limitation upon the subject matter, methodology, or field in which research and conferences are conducted by the Office of Special Programs, but rather efforts are made in this new office to operate across all disciplines of the University as well as disciplines not covered by this particular institution.

### *The Center for the Study of Franchise Distribution and Smaller Business*

The most widely known activity of the office is the Center for the Study of Franchise Distribution and Smaller Business, which conducts the Annual International Management Conference on Franchising. The Center also conducts research and demonstration projects and publishes extensively in the field of franchising.

INSTITUTE OF HUMAN SCIENCES



CHESTNUT HILL, MASSACHUSETTS 02167



## INSTITUTE OF HUMAN SCIENCES

The Institute is a permanent, autonomous unit of the University. It is not a unit within the Graduate School of Arts and Sciences, but has associated with it some faculty from regular departments of the Graduate School. By arrangement students may take HU310 for credit.

The Institute has both a faculty and research staff. The faculty includes permanent full-time appointments, as well as term full-time and part-time appointmentees (Institute Associates). All full-time faculty in the Institute teach one semester per year and participate in the work of a school or department of the University to strengthen the link among Boston College resources.

The work at the Institute ranges from individual projects to highly integrated team projects, involving members of the Institute with other faculty of Boston College or other institutions.

The Institute of Human Sciences focuses on individual human and social problems associated with urbanization, technological change, and related aspects of contemporary social development.

It is one effort by Boston College to find solutions to the overwhelming problems of contemporary social change in the context of the total human environment. Its purpose is to develop and experiment with programs of research, training, and demonstration in the processes and problems of the contemporary urban human environment. It maintains high standards of theoretical sophistication and methodological rigor.

A number of characteristics mark its efforts: the Institute is problem- and policy-orientated, focusing on social issues, problems and policy as the source and target of theory, research, demonstration and training. Using the city as a laboratory, it develops demonstration projects, specialized services and consultation. The Institute is interdisciplinary in scope, merging the viewpoints of the discrete social sciences for the improvement of the human environment. Its education and training programs are devoted to issues and problems of contemporary life. It relates the application of social and behavioral science knowledge to its essential sources in theoretical work, and at the same time sees intervention in social processes as a significant means of producing new knowledge and of clarifying and testing theories.

DEMETRIUS S. IATRIDIS, Ph.D. ....	Research Professor (Social Planning) and Director of the Institute of Human Sciences
RICHARD BOLAN, M.D.P. ....	Institute Associate (City Planning)
ANDRE DANIERE, Ph.D. ....	Associate Research Professor (Economics)
MARC FRIED, Ph.D. ....	Research Professor (Psychology)
ANN F. FRIEDLAENDER, Ph.D. ....	Institute Associate (Economics)
MURRAY HORWITZ, Ph.D. ....	Research Professor (Psychology)
RONALD L. NUTTALL, Ph.D. ....	Institute Associate (Psychology)
LESLIE PHILLIPS, Ph.D. ....	Research Professor (Psychology)
DAVID SMITH, Ph.D. ....	Associate Research Professor (Sociology)
ALLEN M. WAKSTEIN, Ph.D. ....	Institute Associate (History)

# THE GRADUATE SCHOOL OF SOCIAL WORK



CHESTNUT HILL, MASSACHUSETTS 02167

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## THE BOSTON COLLEGE GRADUATE SCHOOL OF SOCIAL WORK

In keeping with the Jesuit tradition of four centuries of educating students in the service of their fellowman, Boston College (fund. 1863) established a Graduate School of Social Work in March 1936.

Under the leadership of its co-founders, Reverend Walter McGuinn, S.J. (1944) and Miss Dorothy L. Book (1955), the School was established to prepare young men and women for careers in professional social service inspired by the Western philosophy of love for one's fellowman and an appreciation of the natural dignity of all men regardless of race or creed.

The two-year program leading to the degree of Master of Social Work was approved for membership in the American Association of Schools of Social Work in 1938 and is accredited by the Council on Social Work Education.

The Graduate School of Social Work is located on the Boston College Campus, Chestnut Hill, in McGuinn Hall, the Social Science Center. The new quarters were planned specifically for the School and its programs and are in the same building with many social science departments and the Institute of Human Sciences. Boston and its environs offer splendid advantages in pioneering social agencies and world famous teaching hospitals, in addition to educational and cultural opportunities.

### THE PROFESSIONAL PROGRAM

The professional program at Boston College Graduate School of Social Work is based on the acceptance of: (1) the Boston College objectives of conservation, extension and diffusion of knowledge; (2) the Boston College tradition of commitment to the principle of the natural dignity of the human person founded on his rights and responsibilities as these affect his relationships with himself, his fellowman, his Creator, and with Society; (3) the social work axiom that man has an innate thrust towards the self-realization of his potential for effective social functioning; (4) professional responsibility for helping individuals and societies to realize this potential.

The Graduate School of Social Work seeks to educate each student: (1) to recognize his responsibility for implementing the knowledge and values of the social work profession, as expressed in the goals of a democratic society; (2) to contribute to the continuing development of the profession; (3) to increase his effectiveness in promoting healthy social functioning in individuals, families, and communities. The faculty therefore seeks to impart the knowledge and display the attitudes which will evoke the same commitments in its students. The educational aim of the School looks

towards the thorough preparation of a Master in Social Work who at commencement will be competent to undertake the practice of professional social work with special competencies in social casework or community organization and social planning methods.

Casework is an orderly process of helping people who suffer from personal and social problems of life. The process includes an exploration and understanding of the problems which the person seeking help brings to the caseworker who formulates a design for purposeful intervention. Inherent in the concept of casework is the belief that both client and worker are meaningfully involved in a dynamic relationship which serves as the matrix within which change may take place.

Community Organization and Social Planning are methods of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a community or neighborhood. Community organization is viewed as a method for arousing interest in social problems, bringing together and involving citizens in solving such problems, and enabling groups to implement welfare programs or community goals to alleviate and prevent social problems. Social planning is viewed as a purposeful activity for the solution of social problems. It is, however, participatory in character; that is, for social planning goals to be identified, designed and implemented, citizens and groups need to be involved.

Although a distinction is made between community organization and social planning, both methods are interrelated. For community organization and community action goals to be implemented, planning is necessary. Also, for planning goals to be implemented, participation is necessary.

Professional social work education requires that students, in addition to academic courses, have a period of actual practice in a social agency under a professionally trained social worker who qualifies as a field instructor. This experience gives the students the opportunity to work with people; to learn agency functions and policies, the resources of the community, the integration of theory and practice; and to experience the responsibilities of becoming a professional social worker.

Field placements are in public and private casework and community organization agencies. The agency and school jointly agree on the content of the student's field experiences. Some field instructors are agency employees, whereas others are selected by the school and the agency to teach a group of students as a unit. First year students have two days per week, second year students have three days per week, in field instruction.

Field work requirements differ for students specializing in community organization and social planning. First year students take field instruction two days a week. Field instruction for second year is a block placement during the months of June, July and August between the first and second year of graduate study. Where possible, stipends are arranged for students during the summer block placement.



Traditionally, since the founding of the School, a faculty advisor has been assigned to each student. The function of the faculty advisor is to help the student coordinate his overall educational experience in both class and field. Plans for meetings between advisor and student will be determined together following an initial conference.

## REQUIREMENTS FOR THE DEGREE

The Master of Social Work degree is granted upon the satisfactory fulfillment of the requirements specified in this Bulletin.

The regular program of the School is planned on a two-year basis, with a generic program of studies in first year and a specialization in second year, with a concentration of studies and field instruction in either social casework or community organization and social planning. First-year casework students are engaged in field instruction in a social agency on Mondays and Tuesdays and attend classes on Wednesdays, Thursdays, and Fridays. Second-year casework students spend Mondays, Tuesdays, and Wednesdays in the field and attend classes on Thursdays and Fridays.

Two years of residence are required. Under appropriate circumstances one year of residence in another School of Social Work will be accepted.

The maximum time limit for completing the requirements of the degree is six years from the first registration.

The unit of credit is the point (semester hour). A point represents one academic hour a week of classroom instruction per semester. One credit point in field instruction represents the equivalent of 63 hours of supervised practice.

The credit point requirements for the Master of Social Work degree are:

Courses in classroom instruction .....	41 points
Courses in field instruction .....	20 points

Students are expected to maintain a grade of B— as the combined average of all courses in each year. Credit points for any courses are obtained when the student has satisfactorily completed all the requirements of the course for the semester.

The Dean, in consultation with the Educational Policy Committee, reserves the right to ask a student to withdraw because of a failure to meet academic or other requirements.

## ADMISSION AND REGISTRATION

### *Admission Requirements*

The Admissions Committee of the School passes on all applications forming its decision in accepting a candidate from evidence that the

applicant has the personal and academic qualifications necessary for success as a graduate student of social work and as a professional social worker. Personal qualifications include intelligence and scholarly habits, emotional balance, maturity, high moral purpose, and a wholesome and genuine interest in people. Candidates should be temperamentally suited for the work, and in general possessed of a character and disposition that will make for leadership in the field. Applicants under twenty-one and over thirty-five are not accepted, except for special reasons.

Academic requirements include a baccalaureate degree in arts or science from an accredited college with at least twenty semester hours from the social, behavioral and biological sciences. An undergraduate grade point average equivalent to a B— is a requirement for admission. A broad undergraduate background in the liberal arts and/or psychology, sociology, cultural anthropology and philosophy provide preparation of particular value. Students who have had a course in Statistics and Research Methods are eligible for advanced electives.

All foreign students must present evidence of English language proficiency, preferably through scores achieved on the TOEFL test. Information regarding dates of TOEFL tests may be obtained through the American Embassy in applicant's country. These tests should be taken not later than the October prior to the year in which admission is sought.

#### *Application Procedure*

Application forms may be obtained by communication with the Office of the Dean. With the forms the applicant will receive a notice for transcript of undergraduate marks which he sends to his college with the request that the official transcript of academic grades and credits be forwarded to the Boston College Graduate School of Social Work. The school will write to the references. After the completed application forms, transcript(s) of undergraduate grades and four letters of reference have been received, the School will contact the applicant for a personal interview. If the applicant lives at a considerable distance from Boston, the School will arrange for an interview by an alumnus or other professional social worker in or near his local community.

Applications may be filed from the beginning of a student's senior year in college. Final date for filing is March 1, 1970 for students living in the United States; for foreign students the date is January 1, 1970. A check or money order in the amount of \$20.00 is to be submitted with the application. Priority in processing applications is given according to the order of receipt of relevant materials.

Notice of the Admission Committee's decision is sent to the applicant at the earliest possible opportunity.

#### *Registration*

Applicants who have been accepted are required to deposit, within two weeks of their notification, the sum of \$100, as a pledge of their intention to register. This deposit is non-refundable and will be credited

as partial payment of the first semester's tuition. If the deposit is not paid by the date due, the student will forfeit the place in the School reserved for him.

Registration in person on the specified day is required of all students in each semester of enrollment. A check or money order is to be forwarded by the student to the Treasurer's Office, Boston College, Chestnut Hill, Massachusetts 02167, before the days of registration, in payment of the expenses listed in the notification sent in advance by that office. Students are responsible for submitting physical examination forms which have been sent out by the School during the summer, and the final college transcript. These must be received by the Registrar before a student is permitted to register. Failure to comply with these regulations entails a Late Registration fee of \$10.

### *Transferred Credit*

Academic courses or supervised field work completed in other accredited graduate schools of social work may be accepted as advanced credit when they are in substance the equivalent of similar training offered by the School, and if these courses have been completed within the customary six-year period. Social Work experience as such is not acceptable for credit. All advanced credit is recognized only upon satisfactory completion of other requirements. One full year in residence is required for a degree from the Boston College Graduate School of Social Work.

## FEES AND FINANCIAL INFORMATION

All fees are subject to change at the discretion of the Board of Trustees. Fees are payable by check or money order made out to Boston College.

### *Application Fees*

A check or money order in the sum of \$20 is to be submitted with the application. This fee is for the expenses involved in processing the application and is not refundable or applicable as partial payment of tuition. A \$100 deposit is required upon notification of acceptance.

### *Tuition*

The tuition for the academic year 1969-70 is \$2,000 a year, payable in two installments, with \$10 for registration fees. The tuition each semester, therefore, is \$1,000, with a registration fee of \$5; hence, \$1,000 is payable by check or money order prior to registration. The \$100 fee paid by the first year students as a deposit is credited against the \$1,000 in the first semester.

### *Fees*

Graduation Fee .....	\$15.00
Late Registration Fee .....	10.00
Each Copy of Transcript (after first) .....	1.00



*Refunds*

The date of receipt of withdrawal notice will determine the amount of the tuition refund. If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made. If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made. If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made. If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made. No refunds are allowed after the fifth week of classes.

*Residence Facilities*

The School does not maintain residence halls for students. There are rooms and apartments at moderate cost close to the Campus which are normally available to students. Information concerning these can be had upon personal inquiry at the School. It is not possible to obtain listings of apartments by mail as such rooms are for immediate rental. The most satisfactory arrangement for students is to engage their rooms after personal inspection. New students have found in the past that it is best to make arrangements in advance for temporary living accommodations until they can search out for themselves, with new classmates, during their first week or two at the School the residence facilities they prefer.

## SCHOLARSHIPS AND AWARDS

The School has available a number of Federal stipends, which are awarded on the basis of scholastic achievement, professional promise, need, and career goals. These are granted to both first and second-year students, and application for them is made directly to the Boston College Graduate School of Social Work. Included in this category are grants from the National Institute of Mental Health, the U.S. Children's Bureau, the U.S. Vocational Rehabilitation Administration, and the Veterans Administration and the Fund and Council field; all require a moral commitment to the particular field of practice in which the award has been established.

Many private agencies offer financial assistance to students in exchange for a commitment to work for the agency following graduation. Awards vary from \$500 to \$3,000. Application for these scholarships is made directly to the agency.

Public agencies in many areas have established educational leave plans under which a newly-employed worker is permitted to attend school while receiving salary in exchange for a commitment after completion of studies.

Applicants are encouraged to explore the above sources for financial assistance as the number of scholarships without commitment is limited. In all instances, early application is advised.

## GENERAL INFORMATION

### *Bureau of Continuing Education in Urban Planning*

The function of the Bureau of Continuing Education in Urban Planning, initiated under a grant from the Committee of the Permanent Charity Fund, is to plan, organize and administer programs of continuing education in the areas of social agency administration, community organization, social work and urban planning.

### *Library*

The Library, located in the same building, has been developed specifically to serve the needs of the School. It has been maintained as a unit and contains a noteworthy collection of books, documents, and periodicals touching all aspects of the fields embraced by the curriculum.

### *Student Organization and Activities*

The students organize their Student Council. Officers of the Council are elected by the student body. Under the auspices of the Student Council, special meetings, socials, and projects of interest to the student body are planned and arranged.

A student journal, "Opinion," is published three times during the Academic Year.

### *Alumni Association*

The Alumni Association grew out of the desire among the graduates to contribute in promoting the best interests of the school. The officers and executive committee meet monthly during the School year. Through various committees of alumni members, special projects are undertaken to further the welfare of the School and its graduates. A member of the Association serves as secretary to the Advisory Council.

### *Job Placement*

The School tries to assist graduates to locate and relocate positions throughout the country and maintains a file of current job opportunities.

### *Transcripts*

Graduates and students wishing to have a transcript of their marks forwarded to some agency or school should notify the School Registrar. The School will send a transcript to a social agency or educational institution, but not to individuals for private use. Two weeks should be allowed for filling such requests; a longer time is needed during examination and registration periods. A fee of one dollar is to be paid for each transcript after the first.

### *Professional Record*

A copy of a graduate's professional record, written at the time of graduation, is always on file and will be forwarded to an agency or educational institution at the request of a graduate.

## PROGRAM OF STUDY

for

CASEWORK MAJORS

	<i>Credit Points</i>
<b>FIRST SEMESTER</b>	
Philosophy (not offered in 1969-1970) .....	—
Social Welfare Policy and Services .....	2
Human Behavior and the Social Environment .....	2
Seminar for Human Behavior and the Social Environment .....	1
Research .....	2
Fundamentals of Casework Practice .....	2
Practice Seminar (Elective) .....	—
Field Instruction .....	5
	—
	14
<b>SECOND SEMESTER</b>	
Social Welfare Policy and Services .....	2
Human Behavior and the Social Environment .....	2
Seminar in Human Behavior and the Social Environment .....	1
Research .....	2
Basic Skills in Therapeutic Intervention .....	2
Practice Seminar (Elective) .....	—
Field Instruction .....	5
	—
	14
<b>THIRD SEMESTER</b>	
Philosophy (Not offered in 1969-1970) .....	—
Social Welfare Policy and Services .....	2
Small Group Theory .....	3
Research .....	2
Differential Treatment .....	2
Field Instruction .....	5
	—
	14
<b>FOURTH SEMESTER</b>	
Social Welfare Policy and Services .....	2
Elective Seminars in Human Behavior and the Social Environment .....	2
Research .....	2
Elective Seminars in Special Areas of Practice .....	2
Field Instruction .....	5
	—
	13



## PROGRAM OF STUDY

*for COMMUNITY ORGANIZATION AND SOCIAL PLANNING MAJORS*

FIRST SEMESTER	<i>Credit Points</i>
Philosophy (not offered in 1969-1970) .....	—
Social Welfare Policy and Services .....	2
Human Behavior and the Social Environment .....	2
Urban Policy Analysis .....	2
Research .....	2
Basic Skills in Interpersonal Relationships .....	2
Community Organization I .....	2
Practice Seminar in Community Organization .....	—
Field Instruction .....	5
	<u>17</u>
SECOND SEMESTER	
Social Welfare Policy and Services .....	2
Research .....	2
Community Organization II .....	2
Practice Seminar in Community Organization .....	—
Principles of Planning .....	2
Applied Small Group Theory in Community Organization Practice .....	2
Field Instruction .....	5
	<u>15</u>
SUMMER (June 1 to mid-August)	
Field Instruction .....	10
THIRD SEMESTER	
Philosophy (not offered in 1969-1970) .....	—
Research .....	2
Planning Theory .....	2
Social Planning Workshop .....	6
Practice Seminar in Community Organization .....	—
Government and Politics Electives* .....	2 — 3
Social Science Elective** .....	3 — 6
	<u>15 — 19</u>
FOURTH SEMESTER	
Social Welfare Policy and Services .....	2
Research .....	2
Social Planning Theory .....	2
Social Planning Workshop .....	3
Practice Seminar in Community Organization .....	—
Social Science Elective** .....	3 — 6
	<u>12 — 15</u>

\*Students have the opportunity to elect a course within the areas of political science and government offered within the Graduate School of Social Work or in the Political Science Dept. with the permission of the student's advisor and the course instructor.

\*\*Students have the opportunity to elect courses within the social science area offered within the Graduate School of Social Work, the Sociology Department, or the Economics Department, with the permission of the student's advisor and the course instructor.

## COURSES OF INSTRUCTION

## SOCIAL WORK CORE SEQUENCES

## Philosophy Sequence

511 PHILOSOPHY OF SOCIAL WORK (2) (*First*)

Principles drawn from the philosophy of natural law and philosophical psychology in their relation to fundamental social work concepts in the overall curriculum, including the dignity of the individual, human rights, self-responsibility, confidentiality, the juridical order of society and the implications of religion and morality in social work theory and practice. Special consideration is given to the importance of the student's fashioning his own philosophical orientation to professional activity.

*(Not offered in 1969-1970)*

611 SEMINARS IN ETHICS AND VALUES (2) (*Third*)

Seminars devoted primarily to an analysis of the impact of ethics and values upon the professional person who provides social services and the individual, or group, or community of people who receive the services. Emphasis is centered on specific problem areas connected with the student's practice experience in which value issues arise.

*(Not offered in 1969-1970)*

*Social Welfare Policy and Services Sequence*521 SOCIAL WORK AND SOCIAL WELFARE (2) (*First*)

The social welfare system and the roles of the social work profession within the system. The historical roots of social welfare policy as perceived through the political and economic point of view. Current trends in social welfare policy, delivery systems, and the profession.

Hanwell  
Webb

522 SOCIAL WORK AND SOCIAL PROBLEM (2) (*Second*)

The use of a social work frame of reference for the analysis of social problems which are examined against the background of provisions in our society for dealing with them. Social problems of interest to individual students are dealt with by the project method.

Hanwell  
Webb

523 ISSUES IN INCOME MAINTENANCE (2) (*First*)

An in-depth study of the philosophy of income maintenance. Comparison of the U.S. model of income maintenance programs with those of other countries. Alternatives for income maintenance presently being considered in this country.

(Prerequisite: Undergraduate Social Welfare Preparation)

Robertson

621 SOCIAL WORK AND SOCIAL POLICY (2) (*Third*)

A social work model for critical appraisal of social policy. Seminars in different fields of practice provide an in-depth study of policy issues and their impact on the individual, the family, and the community.

Hanwell  
Webb  
Fitzpatrick  
Pisapia

622 SOCIAL WORK AND SOCIAL RESPONSIBILITY (2) (*Fourth*)

The opportunities available to the social work profession for bringing about social change through the legislative, bureaucratic and judicial systems. Both the lecture and discussion methods are used with lectures given by experts in these systems.

Hanwell  
Webb  
Cohen  
Nelson  
Ott

623 POLITICS OF DECISION-MAKING (2) (*Third*)

Presentation of metropolitan and community political systems including their formal and informal structural characteristics as well as the dynamics or "process" characteristics of political behavior. Includes examination of the relationship of the political system to the social and economic systems of urban areas with special attention to the politics of social welfare, community organization and planning. Discussion is provided of interest group and organizational behavior within a comprehensive urban political culture. Through guest lecturers the politics of specific social welfare problem areas are explored in depth for such concerns as social services, law enforcement and race relations.

Bolan

624 SEMINAR IN INTERNATIONAL SOCIAL WELFARE (2) (*Fourth*)

Consideration of United States policy and the participation of United States agencies with respect to developing countries. The role of the United Nations and its member agencies in the developing countries. Comparisons of social welfare programs and social work education in selected foreign countries. Students will prepare presentations from a variety of countries.

(Limited to twelve students whose past or future interest includes international social work.)

Driscoll

625 THE CHILD AND THE LAW (2) (*Third*)

An interdisciplinary seminar dealing with the legal, social and psychological implications of the parent-child relationship. Special attention will be given to problems involving adoption, foster care, child custody, divorce and neglect. This elective is given to a restricted number of students at the Law School.

Katz



*Human Behavior and the Social Environment Sequence*

## 531-532 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

(2) (*First*), (2) (*Second*)

That the individual is nurtured, developed, and socialized within a particular family and is influenced and shaped by a variety of changing environmental situations will be the organizing principle in this course. Using the family, therefore, as a frame of reference, sociological, cultural, economic, biological and psychological factors that have an impact on the growth and development of the individual organism will be analyzed. Emphasis will be placed upon understanding the interactional processes that obtain among the above factors and the individual's meaningful, relational encounter with other persons. An essential focus will be on the range of variation within normalcy and deviancy in individual behavior and the multidimensional aspects of causality in terms of their relevance for all social work practice, regardless of the method-concentration.

O'Donoghue  
Mahoney  
O'Brien  
Tanenbaum  
Krasner

533-534 SEMINAR FOR HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (1) (*First*), (1) (*Second*)

Small groups of students analyze and discuss significant factors affecting the behavior of individuals and families.

(Students lacking particular prerequisites will be required to take this seminar.)

O'Donoghue  
Mahoney  
O'Brien

535 URBAN POLICY ANALYSIS (2) (*First*)

Contemporary issues of public policy regarding urban development. Models purporting to describe urban structure and change are analyzed.

(Required C.O.)

Ahearn

536 APPLIED SMALL GROUP THEORY IN COMMUNITY ORGANIZATION PRACTICE (2) (*Second*)

An intensive group experience in learning how people function collectively. Learning will focus on group formulation, power and influence in the group, group goals, the evolution of group culture and the establishment of norms and values, the functional roles involved in groups—problem solving, and the interdependence and interaction of formal and informal systems related to small groups.

Howe

631 SMALL GROUP THEORY (3) (*Third*)

This three hour course is divided into two parts. Half of each session is taught via lecture and discussion in which the structural and functional elements of groups are explored. Group process, dynamics, the development of norms, roles and purpose are studied. In the second half of each session students are placed in experiential groups where they will have the opportunity to become more sensitive to group concepts by examining them within the context of their own group.

Agelopoulos  
Kearney  
Mackey  
O'Brien

632 SEMINARS IN HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT  
(2) (*Fourth*)

Students have a choice of seminars in which to pursue further study of theories related to the personal or environmental forces influencing the social functioning of individuals, families, or communities. The following two electives are offered.

## The Community as an Environment for Socialization

Familial social structures which confront the individual in his social maturation and adult life. Areas of socialization with emphasis on race, culture and ethnicity, are discussed on a seminar basis enabling students to relate field experience to analysis of the community.

Mahoney

## Comparative Theories of Personality

Seminars which explore the implications that various theoretical positions have on the practice of social work.

Howerton  
O'Brien

*Research Sequence*541 INTRODUCTION TO RESEARCH METHODS (2) (*First*)

Introduction to research methods appropriate for use in the design and implementation of studies in social work theory and practice. Content includes an overview of general principles of scientific inquiry and of research strategies as they relate to issues and methodological alternatives available for use in problem formulation, sampling, data collection and measurement instrumentation, and data collection procedures.

(Required of first year students who have not had a previous course.)

Conner  
Howerton  
Wallwork

542 INTRODUCTION TO STATISTICAL ANALYSIS (2) (*Second*)

Introduction to elementary statistical methods for analysis of data collected for purposes of description or inference. Content includes tests appropriate for measurement of central tendency, variation, and correlation with qualitative and quantitative data. Particular emphasis is given to the interpretation of test results as they relate to substantive issues under focus. Laboratory and Seminar.

(Required of first year students who have not had a previous course.)

Conner  
Howerton  
Wallwork

543 INTERMEDIATE RESEARCH SEMINAR (2) (*First*)

Decision-making in the design of social research. Content includes analysis of design issues and methods in classical and current research in Social work and related disciplines. Particular emphasis is given to the logic of the structural relationships between problem focus and methodological components. Seminar.

(First year students who have completed 541, 542, prior to school admission.)

Wallwork

544 INTERMEDIATE RESEARCH SEMINAR (2) (*Second*)

Design and implementation of a narrow range study of a social work issue selected by seminar members. Particular emphasis is given to formulation of the problem, statistical analysis, and interpretation. Seminar and laboratory time.

(First year students who have completed 541, 542, 543.)

Wallwork

641-642 RESEARCH SEMINAR (2) (*Third*), (2) (*Fourth*)

Continuation of research and statistical methods content with emphasis upon their use in inquiry and decision-making. Seminar combines didactic teaching with analysis of methods employed in the design of current research literature; laboratory experience in selected aspects of design and data analysis.

(Second year students from 541-542 who achieved less than a B+ average in the first year.)

Conner



643-644 ADVANCED RESEARCH PRACTICUM (2) (*Third*), (2) (*Fourth*)

Seminar and practicum in the design and implementation of social work research. Students are assigned and rotate through a series of on-going research projects undertaken by individuals, agencies, and institutions for the purpose of building social theory or resolving practice problems. Students have opportunity to acquire experience in each phase of the research process and to become acquainted with a variety of substantive issues and study strategies. Seminar sessions for analysis of design problems encountered.

(Second year students with B+ or higher in the first year.)

Conner  
Howerton

645-646 RESEARCH METHODS FOR COMMUNITY ORGANIZATION AND SOCIAL PLANNING (2) (*Third*), (2) (*Fourth*)

Research as a planning tool. Emphasis upon issues in survey design and method, elementary multivariate analysis, and trend studies. Seminar and laboratory experience in appropriate research projects undertaken by individuals, agencies, or institutions.

(Restricted to second year Community Organization students.)

Howerton

647-648 ADVANCED DESIGN SEMINAR (2) (*Third*), (2) (*Fourth*)

Content focused upon the philosophy, theories, principles involved in sampling, measurement, and instrumentation for research in theory building.

(Consent of the instructor.)

Conner

*Social Work Methods Sequence*

*Social Casework*

551 FUNDAMENTAL OF PRACTICE (2) (*First*)

An introduction to the fundamental skills of casework practice and the helping process. Principal focus is placed on the beginning phases of that process. Exploration of the help seeker's problem and understanding him as a person is particularly emphasized. Historical readings are related to current trends to gain perspective on the method of casework within the profession of social work.

Castagnola  
O'Donoghue  
Robertson  
Thomas  
Webb  
Mackey

552 BASIC SKILLS IN THERAPEUTIC INTERVENTION (2) (*Second*)

Worker's use of self in the interest of another through the helping relationship. Emphasis on supportive treatment, including direct work with the client, as well as work with his milieu and with community resources in his behalf. Fundamental issues in the management of a helping relationship, regardless of the specific goals of intervention.

Castagnola  
O'Donoghue  
Robertson  
Thomas  
Webb  
Mackey

## 553-554 PRACTICE SEMINARS (One hour, non-credit elective)

Seminars designed as a supplement to the first two courses in case-work. They are student orientated and provide an opportunity for students to raise issues about practice as these issues emerge from the total educational experience.

Castagnola  
O'Donoghue  
Robertson  
Thomas  
Webb  
Mackey

555 BASIC SKILLS IN HELPING RELATIONSHIPS (2) (*First*)

Introduction to social work principles and techniques; focus upon essential generic concepts of social work theory and practice as prototypes in giving and taking help in interpersonal situations.

(Required C.O.)

Casework Faculty

651 DIFFERENTIAL TREATMENT (2) (*Third*)

Common elements of practice with examination of differential aspects. Emphasis is on the modifying aspects and the inherent relationship of diagnosis to treatment appropriate for the client's needs.

Castagnola  
Thomas  
Mackey

## 652 ELECTIVE SEMINARS IN SPECIAL AREAS OF PRACTICE

The focus of each seminar is decided on the basis of student interest and experience and faculty evaluation of the career goals of students. Basic principles and concepts of practice are reexamined in relation to these special areas which, in the past, have included group and family therapies and treatment of children.

Casework Faculty

*Community Organization and Social Planning Sequence*

561 INTRODUCTION TO COMMUNITY ORGANIZATION PRACTICE  
(2) (*First*)

Identification of the distinguishing characteristics of community organization. Specific attention to the historical background, the changing definitions of practice and the various settings within which community organization is practiced.

(Required for C. O.)

Ahearn

563-564 PRACTICE SEMINARS IN COMMUNITY ORGANIZATION AND  
SOCIAL PLANNING (non-credit) (*First and Second*)

Projects assigned in field are discussed among students and with various community experts in a one hour a week seminar.

(Prerequisite 561)

Burke

566 COMMUNITY ORGANIZATION AND CASEWORK PRACTICE  
(2) (*Second*)

An introductory to community organization for social caseworkers. The various settings within which community organization is practiced and the community organization functions of direct service agencies are covered.

(Required for C.W.)

Mahoney

568 PRINCIPLES OF PLANNING (2) (*Second*)

Examines elements of planning theory on community level. Focuses upon the development of principles applicable to social planning.

Bolan  
Ahearn

661 PLANNING THEORY (2) (*Third*)

Analysis of the principles and techniques of planning. Focus is upon planning theory and the function of planning within organizational entities. City, social, business and economic models of planning are analyzed.

(Prerequisite 562 and 568)

Bolan

662 SOCIAL PLANNING THEORY (2) (*Fourth*)

Emphasis is upon developing planning models which are both conceptually sound and adaptable to the environmental demands of the social welfare system. Particular focus is placed upon participatory models of social planning.

(Prerequisite 661)

Burke



663-664 PRACTICE SEMINARS IN COMMUNITY ORGANIZATION AND  
SOCIAL PLANNING (non-credit (*Third and Fourth*))

Projects assigned in field are discussed among students and with various community experts in a one hour a week seminar.

(Required for C.O.)

Burke

665 SOCIAL PLANNING WORKSHOP (6) (*Third*)

Offered in conjunction with the Planning Theory courses this workshop focuses on the elements of a social plan. It considers the objectives, criteria and techniques necessary for the production of a social plan. Students, as teams, using appropriate guidelines for research and planning, are expected to prepare a social plan, for a section of the City of Boston or one of the surrounding communities. In addition students are expected to make an oral defense of the plan to a jury of experts in fields cognate to social planning.

(Required for C.O.)

Ahearn  
Bolan  
Burke

666 SOCIAL PLANNING WORKSHOP II (3) (*Fourth*)

Course provides opportunity for independent research and study. Emphasis, however, is on a problem in which the student has an opportunity to apply planning and/or community organization skills in the solution of a problem.

Bolan

667 DEVELOPMENTAL PLANNING I (2) (*Third*)

Seminar on planning as a unified process. Exploration of leading factors in comprehensive development; practical applications integrating social, economic, spatial and other aspects of urban growth with urban development in the context of planned social change.

(Elective for C.O.)

Iatridis

668 DEVELOPMENTAL PLANNING II (2) (*Fourth*)

Continuation of 668. Focus in second semester is upon application of research to developmental planning.

(Prerequisite 667 and permission of Instructor)

(Elective for C.O.)

Iatridis

*Administration*672 ADMINISTRATION IN THE SOCIAL WELFARE AGENCY:  
BASIC CONCEPTS (2) (*Fourth*)

Structure of social work services and policies of social agencies viewed from the perspective of administration science and theories of formal organizations. Analysis of the functioning of complex organizations in relation to possible outcomes, with particular reference to the field of social welfare.

To be announced

*Field Instruction*501-502 FIELD INSTRUCTION I AND II (5) (*First*), (5) (*Second*)

Learning and practice under the instruction of a qualified supervisor, in a social agency of a generic setting, in providing services to clients two days each week starting early in October.

601-602 FIELD INSTRUCTION III AND IV (5) (*Third*), (5) (*Fourth*)

Learning and practice under the instruction of a qualified supervisor in a second social agency within a specialized setting related to the student's major method in either social casework or community organization and social planning. This experience occupies the first three days of each week for second-year students.

603-604 FIELD INSTRUCTION IN COMMUNITY ORGANIZATION AND  
SOCIAL PLANNING METHOD III AND IV (10) (*Summer*)

Learning and practice under the instruction of a qualified supervisor in a second social agency within a specialized setting related to the student's area of interest. Field instruction is five days a week from June 1 to mid-August.

701-702 SEMINAR IN FIELD INSTRUCTION (1) (*First*), (1) (*Second*)

Open to both casework and community organization field instructors. This seminar is intended primarily for those instructing students placed by the School. An essential focus on findings of administrative science, learning theories, and social systems theory to identify objectives and methods which may further enable the instructor to contribute to the development of the student in practice.

# THE LAW SCHOOL



BRIGHTON, MASSACHUSETTS 02135



## LAW SCHOOL ADMINISTRATION

ROBERT F. DRINAN, S.J., A.B., A.M., S.T.L., LL.B., LL.M., *Dean*

FRANCIS J. LARKIN, B.S., LL.B., LL.M., *Associate Dean*

JOSEPH F. MCCARTHY, A.B., A.M., LL.B., *Assistant Dean*  
*Chairman, Committee on Admissions*

STEPHEN G. MORRISON, LL.B., *Librarian*

HERTA S. VARENAIS, MAG. JUR., *Assistant Librarian*

GEORGE LANG, B.A., J.D., *Reference Librarian*

MARJORIE R. FERRIS, M.L.S., *Cataloguer*

PATRICIA D. BONELLI, *Administrative Assistant*

## THE UNIVERSITY

Boston College is one of twenty-nine Jesuit colleges and universities in the United States. The foundation of Boston College arose from the labor of the first Jesuit community in New England, established at St. Mary's in Boston, in 1849. In 1859, John McElroy, S.J., first Superior of the Jesuit community at St. Mary's purchased the land and erected the collegiate buildings on Harrison Avenue, in Boston, the location of the college for fifty years.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This single restriction in the charter was removed by legislative amendment, approved April, 1908. John Bapst, S.J., was the first President of Boston College and inaugurated the program of collegiate instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J., secured the land which is the site of the present campus at Chestnut Hill. In 1913, the College was moved to the Chestnut Hill campus.

New schools were added to the original College of Arts and Sciences. The Law School and the Evening College, both founded in downtown Boston in 1929, are now on the Chestnut Hill campus. The Graduate School of Social Work was founded in 1936. The College of Business Administration was founded in 1938. The School of Nursing, the School of Education, and the Graduate School of Business Administration were founded in later years in response to the educational needs of the nation.

Physical expansion came rapidly after World War II when Lyons, Fulton, and Campion Halls were erected. During the Presidency of Very Rev. Michael P. Walsh, S.J., Cheverus, Fenwick, Fitzpatrick, Gonzaga, and Roncalli dormitories were built: McHugh Forum and Roberts Center were dedicated, Cushing Hall, McElroy Commons, the Carney Graduate Center, Higgins Hall and McGuinn Hall were opened.

To keep pace with the educational needs of the nation and community, Boston College now is engaged in a Development Program in which more academic facilities are being added to the campus, including a Library, Auditorium, Theater and Fine Arts Center, dormitories, and School of Public Affairs.

From the first class of 22 young men, Boston College has grown in numbers, size, and prestige. The total enrollment of more than 2,000. The original faculty of six now numbers more than 700. In this university are students from nearly every state in the nation and from some 31 nations.

#### ACCREDITATION

Boston College is a member of, or accredited by, the following educational associations: The American Council of Education, the Association of American Colleges, the National Catholic Educational Association, the American Jesuit Educational Association, the New England Association of Colleges and Secondary Schools, the Board of Regents of the University of the State of New York, the American Association of Collegiate Schools of Business, the Association of American Law Schools, the Section on Legal Education of the American Bar Association, the American Association of Schools of Social Work, the National Nursing Accrediting Service, the American Chemical Society, and other similar organizations.

### THE LAW SCHOOL

The Trustees of Boston College, with the active support and cooperation of many eminent members of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was commenced on September 26, 1929, and the first class was graduated on June 15, 1932. In 1954, on the Twenty-fifth Anniversary of its foundation, the Law School moved from downtown Boston to Thomas More Hall on the Chestnut Hill campus.

#### ACCREDITATION OF LAW SCHOOL

The Boston College Law School is a member of the Association of American Law School and has been approved by the Section on Legal Education of the American Bar Association since 1932.

#### LOCATION

The Law School, located on the main campus of the university, combines the advantages of urban and suburban locale. It is far enough removed from city life to have the quiet that is needed for study, parking spaces and ready access to major highways that are lacking in urban areas. The Massachusetts Turnpike is five minutes away. At the same time public transportation direct to downtown Boston is just across the street. The availability of Boston's cultural institutions, including the Symphony Orchestra, the many fine museums and libraries, and the other colleges and universities, provides a stimulation unmatched elsewhere.



### THOMAS MORE HALL

Thomas More Hall, occupied exclusively by the Law School, contains ample provisions for administrative and faculty offices and classrooms, a Law Library, a Moot Court Room seating one hundred and fifty spectators, seminar rooms, and attractive lounges for the faculty, students, and administrative assistants. A students' Dining Hall seating three hundred, students' lockers, and other conveniences make Thomas More Hall a completely self-contained unit for the Law School.

The new building is of contemporary architecture, but its stone work reflects the Collegiate Gothic of the undergraduate buildings on the campus. It is named after Thomas More (1478-1535), lawyer and judge, humanist and humorist, Lord Chancellor of England, and one of the truly great figures of legal history.

### THE THOMAS J. KENNY LIBRARY

The Thomas J. Kenny Memorial Library has a spacious Reading Room seating two hundred and forty students and individual study carrels accommodating forty-five students. On the same level with the Reading Room is the Clement Joseph Maney Browsing Room with an additional collection of quasi-legal materials. A two-level stack room below the Reading Room has a capacity of a quarter of a million volumes.

The Library contains the reports of all the state courts of last resort, the National Reporter System and the several series of annotated reports as well as a good collection of English and Canadian decisions.

The statutory section of the Library contains a complete collection of the current state and federal annotated codes as well as current English legislation.

In recognition of the development of public law and its increasing importance in the United States, the Library contains a large section of this material, particularly the decisions and orders of administrative bodies, state and federal, and the numerous loose-leaf services which make available all current laws, regulations, administrative interpretations and decisions in this field.

The Library contains a comprehensive collection of treatises and text books, legal journals and reviews, and the standard legal encyclopedias.

The Law Library is administered by a full-time librarian and a staff of assistants. It is open from 8:30 A.M. to 11:00 P.M., Mondays through Fridays; from 9:00 A.M. to 5:00 P.M. on Saturdays; and from 2:00 P.M. to 10:00 on Sundays. During the summer the Library is open during the day.

In addition to the Kenny Law School Library, the Bapst University Library of Boston College, which is situated on the Chestnut Hill campus, and contains more than five hundred thousand volumes, is available to students of the Law School. Law students also have access to the world-famous Public Library of the City of Boston, with its more than two million volumes, and to the Massachusetts State Library of more than six hundred thousand volumes.

### PRE-LEGAL STUDIES

Boston College desires that its students come to the study of law with the broadest possible understanding of the divergent forces which impinge upon society and give it quality and direction. The School recognizes that the foundation for such understanding—so vital to the effective modern lawyer — normally is gained during the four-year college program. Accordingly, while the School refuses to designate a particular collegiate program as the "best" preparation for the study of law, it strongly believes that no student should forego the indispensable generality of a wide liberal education for studies which might have the reputation of being particularly "legal" in nature. However, because the field of law spans the entire social and commercial processes of our society, there is no collegiate program which cannot serve as an appropriate vehicle for pre-legal training.

We believe that a student considering the relative merits of a collegiate pre-legal program can do no better than recall the word of Justice Frankfurter.

"No man can be a truly competent lawyer unless he is a cultivated man. If I were you, I would forget all about any technical preparation for the law. The best way to prepare for the law is to come to the study of the law as a well-read person. Thus alone can one acquire the capacity to use the English language on paper and in speech and with the habits of clear thinking which only a truly liberal education can give. No less important for a lawyer is the cultivation of the imaginative faculties by reading poetry, seeing great paintings, in the original or in easily available reproductions, and listening to great music. Stock your mind with the deposit of much good reading, and widen and deepen your feelings by experiencing vicariously as much as possible the wonderful mysteries of the universe, and forget all about your future career."

### PROGRAM OF INSTRUCTION

The Law School's program of instruction is designed to prepare the student to practice law in any jurisdiction in the United States. The common law and importance statutes, both state and federal, are studied.

## ADMISSIONS REQUIREMENTS

An applicant for admission to the Boston College Law School as a candidate for the degree of Bachelor of Laws must possess a Bachelor's degree from an approved college or university.

### LAW SCHOOL ADMISSION TEST

The Boston College Law School requires all of its applicants to take the Law School Admission Test which is given at the Boston College Law School on all four occasions when it is conducted at universities throughout the nation and in certain foreign centers. The test will be held at the Boston College Law School on Saturday, February 8, 1969; April 12, 1969; August 2, 1969; and November 8, 1969.

For information and application form write to the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

### ADMISSION PROCEDURE

Application must be made upon the official form: and, as noted therein:

1. Official transcripts of all collegiate, graduate and professional study must be sent directly to the Registrar of the Boston College Law School by the registrars of the institution in which such study has been done.

2. The recommendation form issued by the Law School must be sent directly to the Registrar.

3. The Educational Testing Service must be directed to report the applicant's Law School Admission Test score to the Boston College Law School.

As soon as the completed application forms, all requisite transcripts, and the application fee of \$10 have been received, the applicant will be promptly advised by mail of the decision upon the application. Application fee not refundable.

### REGISTRATION FOR BAR EXAMINATION

Many states now require a student, prior to or shortly after beginning the study of the law, to register with the board of bar examiners of the state in which he intends to practice. Each student should ascertain by writing to the secretary of the board of bar examiners of the state in which he plans to practice whether that state has this requirement.



### AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing.

### ADVANCED STANDING

An applicant qualified for admission who satisfactorily completed part of his law course in another approved law school, may be admitted to upper classes with advanced standing. At the minimum, two complete semesters will be required in residence at Boston College immediately preceding the award of a degree.

## SCHOLARSHIP AND FINANCIAL AID

### APPLYING FOR FINANCIAL AID

All applicants to the Law School wishing to be considered for scholarship assistance should so indicate by writing "Financial Aid" at the top of their applications, so that they may compete for the limited number of scholarship grants awarded by the Law School. All other financial aid is processed through the University's Office of Financial Aid.

Applicants to the Law School wishing to be considered for the University's financial aid programs must obtain the necessary applications and financial statements by writing to the Office of Financial Aid, Gasson Hall, Boston College, Chestnut Hill, Massachusetts 02167.

The following procedures are to be observed: The Boston College applications must be completed in full and returned to the Office of Financial Aid. Under ordinary circumstances, all applications should be submitted no later than *April 1*. The completed Parents' Confidential Statement is to be filed with the appropriate division of the College Scholarship Service as indicated on the statement. A financial needs analysis will then be forwarded to Boston College for evaluation and final decision. Married students should file Supplement C along with the Parents' Confidential Statement. In certain situations where financial independence and separation from the family for a minimum of one year can be properly documented, a Student Confidential Statement may be requested and submitted along with an affidavit of financial independence signed by both the student and his parents. These procedures must be followed annually by every student interested in applying for assistance through the Office of Financial Aid.

All applications and credentials filed in support of the request for financial aid become the property of Boston College and are not returnable. Families should not hesitate to include personal information that would assist in making judgments in the processing of awards. All such information is held strictly confidential. However, misrepresentation may be considered sufficient reason for refusal of admission or exclusion from financial assistance programs. The Office of Financial Aid also reserves the right to request an official copy of your or your family's latest federal income tax return from the appropriate district office of the United States Internal Revenue Service.

#### SPECIAL SCHOLARSHIP PROGRAMS

Boston College has recognized its obligation to participate in a special way in the general improvement of the society in which it functions. The Law School has been particularly concerned with the economic and educational problems experienced by America's black community and other disadvantaged minority groups, and has established five full scholarships to be awarded annually to promising students from these groups.

#### METHODIST LOAN PROGRAM

Students of the Methodist faith attending the Boston College Law School may apply for funds from the Methodist Board of Education. All inquiries should be directed to the attention of the Methodist Student Loan Officer, Financial Aid Office, Boston College.

#### VETERANS BENEFITS

Boston College is approved by the Federal Government for the education of veterans under Public Law 89-358. Students should inquire at a Veterans Administration Office for information on benefits.

#### NATIONAL DEFENSE STUDENT LOANS

Law students are eligible to receive assistance under the National Defense Student Loan Program, although in recent years, limited funds have restricted the number whom we can help from this source. Applicants must effectively demonstrate that the funds are needed in order to continue their education. Loans are not intended to cover all the expenses of attendance, but rather to supplement the student's earnings, assistance received from families, and other resources. When available, National Defense Loans are usually provided to law students during the second semester of an academic year. Interested students should apply to the Office of Financial Aid.

#### COLLEGE WORK-STUDY PROGRAM

Boston College offers a wide variety of employment opportunities to its students through the Federally sponsored College Work-Study Program.

Eligible Law School students may be employed on campus or in various off-campus non-profit agencies. This program frequently provides opportunities for law-related work. Students may work 40 hours per week during summer or other school vacation periods. The Work-Study Program also permits employment up to 15 hours per week during the school term, but law students may undertake term work only with the advice of the dean. As in other financial aid programs, eligibility for participation is based on need and earnings must be related to total educational costs. Applicants desiring participation in this program following their acceptance at the Boston College Law School must apply to the College Work-Study Coordinator, Office of Financial Aid, Gasson Hall, Boston College, Chestnut Hill, Massachusetts 02167.

#### STATE GUARANTEED LOAN PROGRAMS

Law School students may apply for loans under the Guaranteed Loan Program in their home state. This program varies from state to state; generally graduate students may borrow up to \$1500 per academic year. Commercial banks, mutual savings banks, savings and loan associations, credit unions and other financial institutions subject to federal or state supervision may be lenders under this program. Students with an adjusted family income of less than \$15,000 a year pay no interest while attending school on a full-time basis. The federal government pays the lender interest during this time. Repayment usually begins nine months after the borrower has completed his studies. For more specific details, interested students should contact their state Higher Education Assistance Agency or a loans officer of their local bank.

United Student Aid Funds, Inc., 845 Third Avenue, New York, is authorized to operate a Guaranteed Loan Program in states which have no agency of their own. It also guarantees loans to students where the state agency does not provide loans for students attending out-of-state colleges.

#### SCHOLARSHIPS

The following scholarships, are available to students at the Law School:

1.) Fifteen Presidential Scholarships, established by the Trustees of Boston College. These are full scholarships to be awarded each year to students entering the Law School. Applicants must be outstanding in their college graduating class and must attain a high score in the Law School Admission Test. Beneficiaries are expected to achieve high scholastic standing and to participate in the work of the Law Review.

2.) *The Keefe Scholarship*, established in 1956 by the late Margaret M. Keefe in memory of The Keefe Family.



3.) *The O'Connell Scholarship*, established in 1946 by Patrick A. O'Connell of Boston, in memory of his son, Edmund Fabian O'Connell.

4.) *Two academic awards* of half tuition granted to the highest ranking non-scholarship students entering the second year class.

5.) *The Walter R. Morris Scholarship*, established by the friends of the late Professor Morris who served on the faculty of the Law School from 1929 to 1938.

6.) *The John J. Flynn, Jr. Loan Fund*, established by the past presidents of the Newton-Waltham-Watertown Bar Association in honor of one of their past presidents.

7.) *The Parker Morris, Esq. Scholarship Fund*.

8.) *The Pitcoff Scholarship Fund*. This scholarship was established by the family and friends of the late Robert S. Pitcoff who, having completed one year at the Boston College Law School, was killed in an auto accident September 1, 1964.

It is the donor's hope that recipients of such help will be encouraged to feel that, when they become financially able to do so, they should in turn help others by repayment or by addition to this fund.

9.) *American Bar Association Fund for Legal Education*. Students who are in the second and third year of law school are eligible to borrow under this plan up to \$1,500 each academic year.

10.) *Honorable Harold A. Stevens Scholarship Fund*, established in honor of Judge Stevens, graduate of the Boston College Law School in the Class of 1936, Judge, Supreme Court of New York, Appellate Division.

All students interested in scholarships, grants and loans are invited to fill out the application and discuss the matter with the dean or other official of the Law School.

## TUITION

Tuition for each semester is payable in advance of registration. Tuition for full-time students is \$1,000 per semester. Tuition for a partial program is \$90 per semester hour. There are no costs or fees aside from tuition except a graduation fee of \$20.00.

## WITHDRAWALS AND REFUNDS

Tuition is refundable subject to the following conditions:

- a.) Notice of withdrawal must be made in writing to the Dean.
- b.) The date of receipt of withdrawal notice will determine the amount of tuition refund.

Notice within two weeks of first classes .....	80% tuition refund
Notice within three weeks of first classes .....	60% tuition refund
Notice within four weeks of first classes .....	40% tuition refund
Notice within five weeks of first classes .....	20% tuition refund
No refunds are allowed after fifth week of classes.	

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

The Trustees of Boston College reserve the right to change the rate of tuition and fees and such changes may be made applicable to students already enrolled in the School.

## HOUSING AND BOARDING FACILITIES

The Director of Resident Students, Boston College, Chestnut Hill, Massachusetts 02167, maintain a list of private homes, rooms, and apartments near Boston College where living facilities are available. Correspondence regarding this matter should be directed to this office, or to the Student Bar Association at the law school.

No difficulty has been experienced by law students in obtaining adequate and attractive living accommodations near the Boston College Law School.

All law students are eligible to utilize the extensive athletic facilities of the university.

## REGISTRATION

Successful applicants must register personally at the regular registration period indicated in the current Law School Bulletin. Each applicant is required to present, before or at the time of registration, a recent unmounted passport-size photograph. There is no regular registration fee; but a student permitted to register after the regular registration period will be charged a *late* registration fee of \$5.00.

## GRADING SYSTEM

Academic standing is determined by written examinations conducted at the conclusion of each course, except in those elective courses and seminars in which a writing assignment has been substituted for the exam-

ination. The qualitative unit of credit is the semester hour, which is equivalent to one hour of class work per week for one semester of not less than sixteen weeks duration. The qualitative standard determining academic standing, advancement and graduation, is the *grade quotient* as explained below.

Academic achievement in each course is indicated by the following grades, to which are assigned the following *point values* per semester hour:

A+	= 10	B+	= 7	C+	= 4	F	= 0
A	= 9	B	= 6	C	= 3	P	= X-1
A—	= 8	B—	= 5	D	= 0		

The *point value* of the grade attained in each course is multiplied by the number of semester hours devoted to the course, the result indicating the number of *grade points* earned in the course. For any given period of time, academic standing is determined by dividing the total number of *grade points* earned during the period by the total number of semester hours undertaken. The result is the *grade quotient*, which is of greater importance than any individual course grade.

A student must maintain a *cumulative* grade quotient of at least 3.0 throughout his law school career. Furthermore, in order to advance with satisfactory standing at the end of each year and to graduate at the end of his final year, he must attain a grade quotient of 3.0 in the courses taken during that year.

The academic standing of a student at any given time is determined by his cumulative grade quotient, as follows: Above 6.9, summa cum laude; above 6.6 to 6.9, magna cum laude; above 5.9 to 6.6, cum laude; above 5.0 to 5.9, Dean's List; 3.0 to 5.0, satisfactory; below 3.0, unsatisfactory.

Grade C indicates a satisfactory pass, grade D an unsatisfactory pass, and grade F a complete failure. The symbol P indicates a passing grade in a course originally failed; its value (X-1) is one point less than the value of the grade (X) attained in the re-examination. Thus, *in a re-examination* D = 1, C = 2, C+ = 3, and so forth. A student with a F grade if permitted to remain in the School, has the privilege of taking the *next* regular examination in the failed course. If this privilege is not exercised, or if the re-examination is failed, the original F becomes permanent. The symbol M indicates a missed examination. A student with a missed examination, who presents good cause in writing to the Dean within a reasonable time after the missed examination, will be granted the privilege of taking the *next regular* examination in the course. A student exercising the re-examination privilege must fulfill the current examination requirements of the course; special examinations are never given.



Regular attendance and diligent preparation of all assigned work is required. For excessive absences or inadequate preparation of class work a student may be excluded from the School by the Faculty or dropped from a course by the professor of the course for unsatisfactory application.

#### REINSTATEMENT

A student who has been excluded from the School because of an unsatisfactory grade quotient has the privilege of *one written* petition to the Faculty for reinstatement. The purpose of this privilege is solely to provide the excluded student with an opportunity to present to the Faculty *specific* facts, not contained in the academic record, which rebut the presumption of the record. Reinstatement is never granted unless the petition sustains the burden of proof that extraordinary circumstances, beyond the control of the student, have deprived him of a reasonable opportunity to prepare for the examination which caused his exclusion; and that these extraordinary circumstances are no longer operative.

The Faculty will not entertain petitions which are based upon outside employment.

#### DEGREE REQUIREMENTS

All candidates for the degree of Bachelor of Laws must follow the prescribed schedule of courses and must carry a full program during the regular academic year. This requirement may be varied, in the discretion of the Dean. The minimum period of required residence for the degree of Bachelor of Laws is three years (six full semesters).

Leave of absence from Law School, with the right to re-enter and resume candidacy for a degree, will be granted for a good cause after an interview with the Dean. Except for unusual reasons approved by the faculty all students must complete the requirements for the degree of Bachelor of Laws within four years of enrollment.

#### HONORS AND PRIZES

1.) An annual Honor Award established by the Class of 1952 to be given to the outstanding graduate of each succeeding class, on the composite basis of class standing, preparation of class assignments, contributing to class discussions, and participation in the extra-curricular activities organized for the advancement of the student body and the furtherance of Boston College ideals. Eligible students are recommended by an elected committee of the Senior Class, and the recipient is finally determined by a committee of the Dean and four Professors. The recipient's name is inscribed on a plaque in the Student's Lounge and he is awarded a gold key.

2.) A subscription for one year to the *United States Law Week* is offered by the Bureau of National Affairs to the graduating student who showed the most satisfactory progress during his senior year.

3.) Commencement prizes in substantial cash awards are given annually for outstanding student work through the generosity of Lyne, Woodworth and Evarts, Boston law firm, Thomas Macken Joyce, Esq., '41, John F. Cremens, Esq., '41, and the Lawyers Title Insurance Corporation of Richmond, Virginia.

4.) Through the generosity of Selwyn I. Braudy of the Class of 1939 an award is offered periodically in honor of Professor William J. O'Keefe who taught at the Law School from 1929 to 1959.

5.) The Lawyers' Co-operative Publishing Company annually awards bound volumes of the material in American Jurisprudence on certain selected subjects.

6.) The Boston Safe Deposit and Trust Company sponsors an annual estate planning and drafting contest for the students of the Boston College Law School. The awards are offered as follows: First Prize, \$250; Second Prize, \$150; Third Prize, \$100.

#### CONTINUING LEGAL EDUCATION

Programs for post-admission training are sponsored periodically by the Boston College Law School. These non-credit courses, conducted in collaboration with the practising bar, have proved to be most valuable for members of the legal profession. Lawyers interested in these offerings are invited to contact the Law School.

#### THE ORDER OF THE COIF

The Order of the Coif, the national honorary society for law students, is designed to promote legal scholarship. The organization has chapters at about fifty of the nation's better law schools. Faculty members of the local chapter at Boston College Law School each year select those to be honored from among those seniors who are academically within the top ten percent of their class and who have actively participated in significant extra-curricular activity of a scholarly nature.

Induction ceremonies are held late each spring, at which time a distinguished member of the bench or bar is also ordinarily selected for honorary membership. All members upon induction commit themselves to carry out the highest scholarly and public-service traditions of the legal profession. The combination of high standards for selection and the Order's nation-wide reputation makes membership a high honor.

## STUDENT ACTIVITIES

### STUDENT BAR ASSOCIATION

The Boston College Student Bar Association is a member of the American Law Student Association, the student affiliate of the American Bar Association. The Association, whose members are all the students at the School, sponsors many co-curricular and extra-curricular activities during the year.

The Association, through the Chairman of the Board of Student Advisors who is an *ex officio* member of the Board of Governors, assists in the work of the first year study groups and the Wendell F. Grimes Moot Court Competition. The Association also conducts an extensive Forum series which attracts to the School outstanding speakers from the fields of law, government and business. The Student Bar Association aids in publishing the Law School newspaper, *Sui Juris*. During the course of the year, the Association sponsors a broad range of social activities including smokers, cocktail parties and dances. The fundamental aim of the Association is to inculcate in the students an awareness and consciousness of the many facets of the legal profession and to acquaint him, while yet a student, with the special values of an organized bar association.

The Law Wives' Club, an organization made up of all the students' wives, conducts social and cultural events throughout the school year.

### LAW REVIEW

The students are responsible for the publication of the *Boston College Industrial and Commercial Law Review* four times each year. A senior Board of Editors chosen by the Editors of the prior year supervises the work of second and third year Staff members. Criteria for membership are academic achievement and contributions to the Law Review which meet standards set by the Board. Staff members and Editors write a substantial part of each issue of the Law Review.

The Law Review was established to achieve several purposes. First, it provides a laboratory where top students may pursue independent research, employ and perfect knowledge and skills acquired in course work and publish the fruits of their efforts for the benefit of the profession. Second, being on the Law Review is the highest honor as well as the greatest professional responsibility afforded by the Law School. As a result, successful membership is a significant factor in retention of Presidential Scholarships and in finding a place in the profession upon graduation. Third, the Law Review aids lawyers and judges alike in its thorough and well-reasoned treatment by leading outside authors as well as students of subjects within the ever expanding fields of industrial and commercial law.



Because the Uniform Commercial Code, containing comprehensive statutory rules for the conduct of commercial transactions, is well on its way to adoption by all of the states, it is given significant treatment in the Law Review. To meet special needs of commercial lawyers, the Law Review Board and Staff in 1962 prepared a special hard-bound volume, the UNIFORM COMMERCIAL CODE COORDINATOR, which was published commercially by a leading law book publisher. A similar volume with expanded coverage entitled THE UNIFORM COMMERCIAL CODE REPORTER DIGEST was published in 1965.

#### ANNUAL SURVEY

The *Annual Survey of Massachusetts Law* was established to meet the needs of the bench and bar of the Commonwealth and to furnish a select group of students with writing and editorial responsibility and experience. It consists of an annual compilation and analysis of significant judicial and legislative developments within the Commonwealth. Somewhat over half of the material is written by experts in the subject areas and the balance is written by members of the student staff. A student Editor-in-Chief and Associate Editors supervise the work on the publication under the general guidance of a faculty Editor-in-Chief. Student work not only emphasizes analysis of particularly important legal developments but also considers major problems facing the Commonwealth with suggestions for legislative or judicial remedies and solutions.

#### BOSTON COLLEGE LEGAL ASSISTANCE BUREAU

The Boston College Legal Assistance Bureau is a student managed legal assistance office operating out of its own office in the nearby city of Waltham. Some fifty second and third year law students assume the responsibility of individual clients; the student counsel interviews the client, decides upon the proper course of action, and proceeds with the handling of the case as an attorney would all the way through any necessary trials and appeals. The student is given the necessary guidance through the attorney on the staff of the bureau, but is expected to take on the full responsibility of the case showing the necessary initiative and legal expertise for the successful closing of the case.

BC-LAB endeavors to give the highest standard of legal assistance to all those who are unable to afford an attorney. The areas of the law covered include: domestic relations, landlord-tenant law, debt problems, contracts, torts (defense), administrative law, criminal law, juvenile delinquency law, and the area of the mentally ill and retarded. The BC-LAB is working on legislative reform in those areas of poverty law which cannot

be changed through the judicial process; it is involved in the education of the poor of Waltham in areas of the law affecting them; and it represents groups of the poor who are striving for equal rights under the law.

Besides providing needed legal assistance to the underprivileged, BC-LAB offers students an opportunity to work with the law and to make their studies of law more meaningful and rewarding. Membership in the BC-LAB is open to all at the Law School and is based solely on the individual merits of the student as shown through interviews given at the end of each academic year.

### SUI JURIS

*Sui Juris* is the news journal of the Student Bar Association and the Alumni. It is under the editorship of a student board selected by the Student Bar Association and is published five times during the school year. The primary purpose of *Sui Juris* is to inform the student body and the alumni of developments at the school and of newsworthy events concerning the alumni. *Sui Juris* is distributed without charge to the student body, alumni and friends of the law school and has a circulation of over four thousand.

### BOARD OF STUDENT ADVISERS

The Board of Student Advisers consists of upperclassmen chosen on the basis of academic achievement and demonstrated interest in law school programs. The Board is both an honor and a service organization which chooses its own officers, makes its own operating rules and determines the means for carrying out its duties. Responsibilities of the Board of Student Advisers include:

(1) Participation with the Student Bar Association in a program of orientation and consultation for first year students;

(2) Conducting the Wendell F. Grimes Moot Court Competition, and

(3) Assistance of the Teaching Fellows, who conduct the Legal Research and Writing course, by acting as advisors to first-year students in their writing projects and moot court program.

### LAW CLUBS

In his first year, each law student is assigned to one of the eight law clubs. By so dividing the class into groups, the law club provides the student an opportunity to develop closer relations with his own classmates and also to associate with upperclassmen within his club.

The Law Club program covers a broad spectrum of activities. The intramural football and basketball leagues are organized under the auspices of the law club, as is the freshman moot court program. The clubs also sponsor several social events during the academic year. The primary focus of the law club, however, is the orientation of first year students. Besides assisting in the orientation program itself, the clubs act in an advisory capacity in order to facilitate the transition to the school of law.

#### WENDELL F. GRIMES COMPETITION

The Wendell F. Grimes Competition, named for the late professor who was for many years moderator of the moot court program, is the intraschool moot court competition.

A trial court decision in a hypothetical case is the subject of appeal. Teams of two participants prepare appellate briefs for each side of the case and orally argue before an "appellate court" in the McLaughlin Memorial Courtroom. Both briefs and oral presentations are evaluated to determine winners in each round of the competition. Finalists are awarded trophies and the winners' names are engraved on a permanent trophy. Faculty members, practicing attorneys and judges from state and federal courts serve as judges in successive rounds of the competition.

Participation in moot court requires the kinds of research, preparation, advocacy and legal skills sought by firms, government agencies and courts in filling positions for law graduates.

#### NATIONAL MOOT COURT COMPETITION

Each year a team of three students from Boston College represents the law school in the National Moot Court Competition sponsored by the Young Lawyers' Committee of the Bar Association of the City of New York. Some 100 of the nation's law schools participate in the Competition which was inaugurated in 1950 to help develop the level of appellate advocacy among law students. For purposes of the National Competition, the country is divided into fifteen regions. In each region elimination rounds of argument are held among the participating schools in the region. The winners of regional rounds advance to the final rounds which are held in New York City in December. The winner of the final round is the national champion.

The art of appellate advocacy, like all arts, is best acquired and perfected by actual experience. The National Moot Court Competition provides a unique opportunity for acquiring this experience and students are encouraged to seek membership on the team. This membership is restricted to students who have participated in the Grimes Competition.



## REPRESENTATION OF PERSONS CHARGED WITH WRONGDOING

Students in the Juvenile Delinquency Seminar (see course description) have the opportunity of representing children charged with delinquency in the Juvenile Court. Other students have opportunities to represent indigents in criminal cases under Rule 11 of the General Rules of the Supreme Judicial Court of Massachusetts.

## THE DAG HAMMARSKJOLD SOCIETY OF INTERNATIONAL LAW

The Society was established to provide a source of co-curricular activity in the area of international law, focusing on both its public and private aspects. Distinguished authorities on international law, and foreign lawyers and government officials are invited to speak at the Special Speaker Series. These talks are traditionally followed by informal receptions for the speakers, students and faculty members. In hopes of expanding interest in this area, a Foreign Study Program was established in 1967.

The Philip C. Jessup International Law Moot Tribunal Competition is an annual inter-law school appellate moot tribunal competition sponsored by the Association of Student International Law Societies for its members and other invited law schools. The competition consists of three rounds of arguments: regional rounds, semi-final rounds, and final rounds. There are five regions. The semi-finals and finals are held in conjunction with the American Society of International Law.

Each year the Society sends a team of five students to represent Boston College in the Philip C. Jessup International Law Moot Court Competition.

## OTHER ACTIVITIES

Other activities currently include a discussion group which holds periodic open meetings to consider problems of professional responsibility and a chapter of the national Law Students Civil Rights Research Council which prepares draft briefs and research memoranda for civil rights lawyers through the country.

## FACULTY-STUDENT COMMITTEES

Students are appointed by the Student Bar Association to serve on the following Faculty-Student Committees:

*Appointments Committee* — This committee will deal with determining what area new faculty members are needed and will also interview prospective new faculty.

*Curriculum Committee* — The Curriculum Committee deals with revising and modernizing the curriculum in the Law School.

*Library Committee* — The Library Committee deals with the planning of policy and procedure in the library.

*Admissions Committee* — The Admissions Committee deals with establishing the criteria upon which students will be accepted for admission to the Law School. The committee will also concern itself with the criteria upon which students are judged for financial aid. (Students on this committee do not make determinations in individual cases but just in the establishing of policies.)

*Placement Committee* — The Placement Committee deals with all aspects of placement for graduate law students.

*Publications Committee* — The Publications Committee deals with policies concerning the written publications of the Law School.

*Committee on the New Wing* — This committee will draw up the physical layout of the new addition to the Law School.

*Liaison Committee* — "The everything else" committee. Consists of Board of Governors and faculty representatives. Discusses those topics not dealt with specifically by other committees.

## PLACEMENT SERVICE

The Law School maintains a placement office to help students find advantageous employment after graduation. This office is under the direction of the Associate Dean. Other members of the faculty are available for consultation.

A complete placement file is maintained on each student so that his qualifications and objectives may be matched with prospective placement situations as they develop.

Representatives of leading law firms and government agencies regularly visit the Law School to interview candidates for prospective placements. Recent graduates of the Law School have obtained an ever increasing number of graduate fellowships, judicial clerkships and other significant positions. A student is called upon to use his own imagination in obtaining career objectives.

Summer positions in law firms after the second year of Law School are available. An increasing number of appointments in student internships in legal aid groups, federal and state court are also available.

## ALUMNI ASSOCIATION

The 3047 living graduates of the Boston College Law School are members of the School's Alumni Association. This organization helps in placement work, brings outstanding speakers to dinner gatherings of the Alumni, sponsors regional meetings and seeks in many ways to enhance the prestige and advance the interests of the Law School.

The Alumni Directory updated at least every third year, has proved to be especially valuable to the alumni of the school who practice law in most of the states of the Union.



## PROGRAM OF INSTRUCTION

*(Subject to Change)*

## FIRST YEAR

<i>First Semester</i>		<i>Second Semester</i>	
Constitutional Law .....	3	Constitutional Law .....	2
Contracts .....	3	Contracts .....	3
Property .....	3	Property .....	2
Civil Procedure .....	2	Civil Procedure .....	3
Torts .....	3	Torts .....	3
Legal Writing .....	1	Business Associations .....	3
	—		—
	15		16

## SECOND YEAR

All courses ELECTIVE. Must carry *minimum* of 14 hours each semester

## THIRD YEAR

All courses ELECTIVE. Must carry *minimum* of 13 hours each semester

## ELECTIVE COURSES

Administrative Law	International Aspects of U.S.
Admiralty	Income Taxation Seminar
Business Planning	International Business Transactions
Commercial Law I and II	International Law
Commercial Transactions in Land	International Law Seminar
Comparative Legal Analysis	Jurisprudence
Conflict of Laws	Juvenile Delinquency Seminar
Constitutional Law Seminar	Labor Law
Copyright	Labor Law Seminar
Corporate Finance	Land Use Control and Planning
Corporate Reorganization	Legal Accounting
Corporate Taxation	Legal Counseling
Corporations	Legal Process Seminar
Creditors' Rights	Mortgages
Crimes	Post-Conviction Remedies and
Crime and Society Seminar	Realities Seminar
Criminal Procedure	Problems in Church and State
Damages	Racial Issues in Public School
Equity	Education Seminar
Estate and Gift Taxation	Restitution
Estate Planning	Securities Regulation
Evidence	State and Local Taxation Seminar
Family Law	Trade Regulation
The Family in Society I and II	Trade Regulation Seminar
Federal Courts and Jurisdiction	Trial Practice
Federal Income Taxation	Trusts and Estates
Federal Tax Policy Seminar	Urban-Poverty Law
Fiduciary Administration	Urban-Poverty Law Workshop
Insurance	

## DESCRIPTION OF COURSES

## FIRST YEAR REQUIRED COURSES

## BUSINESS ASSOCIATIONS

*(3 Sem. Hrs.)*

An introduction to the law of agency, partnerships, limited partnerships, business trusts, and corporations, designed to focus attention on the structure and characteristics of various forms of business organization. Problems arising in connection with their organization and operation, including the legal status of the relationship among members of the business enterprise and their rights and liabilities as to outside parties will be examined. Agency rules of general application will be considered in detail.

## CIVIL PROCEDURE

*(5 Sem. Hrs.)*

An introduction to the rules of law governing the conduct of litigation. After an overview of the entire sequence of events from commencement to final disposition of a lawsuit, the following topics are considered in detail: pleadings; discovery and other pre-trial devices; summary disposition without trial; the trial, including rulings on motions; appellate review; the effect of prior adjudications; the jurisdiction of courts; and multiple parties and causes of action. Also introduced are the law-equity distinction and the division of business between federal and state courts. The Federal Rules of Civil Procedures are emphasized to give a rounded view of a single modern procedural system, but other procedural arrangements are also examined.

## CONSTITUTIONAL LAW

*(5 Sem. Hrs.)*

Covers the following major topics: the doctrine of judicial review of legislation. Reciprocal immunities of the federal and state government. Express and implied powers of the federal government. The commerce clause as a source of federal power and as a limitation upon the power of states. The constitutional provisions in aid of individual rights and privileges, particularly the due process clause and the equal protection clause.

## CONTRACTS

*(6 Sem. Hrs.)*

Contract as a principle of order. The movement from Status to Contract. The role of contract in society. The basic ideals of an individualistic law of contracts. The "Anatomy of a Promise." Contracts implied in law. Offer, acceptance and consideration. Fairness of the bargain — Exchange justice. Assignments, delegation, third party beneficiaries. The statute of frauds. The parole evidence rule. Conditions. Impossibility of performance and frustration of purpose. Substantial

performance. Restitutional remedies for breach of contract. Introduction to certain provisions of the Uniform Commercial Code.

#### LEGAL RESEARCH AND WRITING

*(1 Sem. Hr.)*

A course in which first-year students are divided into seminar size groups for an analysis of the manner of reading and briefing cases, an intensive study of the tools of legal research and their use, an introduction to the techniques of legal writing including legal memoranda and appellate briefs.

#### PROPERTY

*(5 Sem. Hrs.)*

A course that covers basic personal and real property law. Personal property includes coverage of the concepts of possession and relativity of title, using primarily bailment and gift materials. Real property includes an historical study of the development of the land law, the more elementary aspects of future interests, basic vendor-purchaser and landlord-tenant law, and study of non-possessory interests in land.

#### TORTS

*(6 Sem. Hrs.)*

Assault, battery, false imprisonment, trespass to land and chattels, and intentional infliction of mental suffering. An intensive study of the law of negligence, or accident law; an analysis of the concept; the measure of damages in personal injury litigation. Survival and wrongful death actions. The concept of strict liability. Nuisance law. The tort liability of owners and occupiers of land, or manufacturers, contractors, and suppliers of chattels. Misrepresentation, libel and slander, invasion of the right of privacy, malicious prosecution and abuse of process, and interference with contractual and other advantageous relations.

### SECOND AND THIRD YEAR ELECTIVE COURSES

#### ADMINISTRATIVE LAW

*(3 Sem. Hrs.)*

A study of the role of administrative agencies, both federal and state, in creating rules and policies and applying them to particular cases. Major topics considered in the course include: (1) constitutional limitations on the allocation of functions to administrative agencies; (2) the investigatory, supervisory, consultative, negotiating and prosecutory functions of agencies; (3) the issuing by agencies of legislative and interpretative rules; (4) the necessity for and conduct of adjudicatory hearings by agencies; (5) problems arising from the combination of functions within agencies; (6) judicial control of administrative action: the right to, and scope of, judicial review, and the obstacles imposed by doctrines of standing, ripeness, exhaustion of remedies, and sovereign immunity.



## ADMIRALTY

(3 Sem. Hrs.)

Examination of essential topics in maritime law. Jurisdiction (subjects and waters); maritime liens; ship mortgages; personal injury; wrongful death; limitation of shipowners' liability; charter parties; carriage of goods; bills of lading; marine insurance; general average; collision; salvage.

An attempt will be made to evaluate the utility and fairness of existing rules and statutes. Under particular circumstances, and with the approval of the instructor, third-year students *may* be permitted to submit a paper in completion of the course requirements; such students as *may* receive such permission *will* be expected to continue classroom participation.

## BUSINESS PLANNING

(3 Sem. Hrs.)

A study of six basic problems in the field of corporate law and income taxation. Students read all materials necessary to develop answers to the problems, and submit written solutions periodically. Classroom work consists of examination of the basic corporate and tax materials and an explanation of the solutions.

Second-year students may enroll only with special permission from the instructor. Students must have taken Federal Income Taxation; it is desirable that they have taken or be taking Corporate Taxation.

## COMMERCIAL LAW I AND II

(5 Sem. Hrs.)

The legal and commercial problems in transactions with personal property, including distribution of goods and services, role of commercial paper and secured and unsecured credit. The core of the course is the Uniform Commercial Code. Effort is directed to developing skills in statutory construction and in the solution of pragmatic commercial problems. This is a full year course; students may take either the whole course or the fall semester only.

## COMMERCIAL TRANSACTIONS IN LAND

(2 Sem. Hrs.)

A course in seminar form designed to explore modern applications of vendor-purchaser law. Purchase and sale agreements, mortgages, and title security are related to modern federal and state tax, mortgage insurance and housing law. The commonly used forms of ownership of real estate—trusts, corporations, cooperatives, condominiums, and others are explored. Reports are made in class and a final paper on an appropriate subject is required. Limited to third-year students.

## COMPARATIVE LEGAL ANALYSIS

*(2 Sem. Hrs.)*

An intensive examination of selected topics in the French, German and Russian law of contractual, quasi-contractual and delictual obligations. The emphasis will be on the style of reasoning and argumentation characteristic of legal disputes in the jurisdictions considered. Course materials will consist of translated, mimeographed materials and selected, published texts in English.

## CONFLICT OF LAWS

*(3 Sem. Hrs.)*

The law applicable to transactions having contacts with more than one state. The course considers such problems as the following: domicile; classification and renvoi; substance and procedure; choice of law rules applied with respect to torts, workmen's compensation, contracts, property, marriage and divorce; and the influence of the Constitution upon conflict of laws problems.

## CONSTITUTIONAL LAW SEMINAR

*(3 Sem. Hrs.)*

A seminar in which are considered various current problems of public law, particularly in areas not treated in other courses. Members of the seminar go through the various steps of certiorari and appeal practice in constitutional litigation before the Supreme Court, and prepare papers on assigned topics or topics of their own selection. Limited to twenty students.

## COPYRIGHT

*(3 Sem. Hrs.)*

A study of the American law of protection of literary and artistic intellectual property, both at common law and by statute. Some of the topics examined will include: publication; copyright notice; originality; infringement; fair use; remedies; and, to the extent it is not covered in other courses, unfair competition. Portions of the proposed revision of the Copyright Act will be studied critically. Students will be encouraged to submit papers in fulfillment of the course requirements; such papers will be eligible for the annual Nathan Burkan Memorial Competition conducted by ASCAP.

## CORPORATE FINANCE

*(2 Sem. Hrs.)*

An examination of problems rising out of the promotion, organization, management, re-organization and dissolution of the corporate entity. Liabilities of the promoter; rights, liabilities and interests of the Shareholders; preemptive rights; Capital Stock, classes and types, rights and interests thereof. Special consideration of corporate distributions and redemptions. Organic changes in the corporation; mergers, consolidations, sales of assets or stock and recapitalizations. The amendment power and dissolution. Corporations is a prerequisite.

## CORPORATE REORGANIZATION

*(3 Sem. Hrs.)*

A consideration of the fundamental problems in corporate changes, including study of the corporate and bankruptcy law affecting such changes. The tax effects of reorganizations are studied in detail. Attention is also given to policy limitations on corporate changes as affected by the anti-trust laws and securities regulation. Second-year students may enroll only with special permission from the instructor. Students must have taken Federal Income Taxation; it is desirable that they have taken or be taking Corporate Taxation.

## CORPORATE TAXATION

*(3 Sem. Hrs.)*

Tax problems in connection with the organization, operation, purchase and sale, and liquidation of corporations, and of corporate dividends, including stock dividends, redemptions, and distributions in partial and complete liquidation. Tax treatment of business purchase agreements, collapsible corporations, personal holding companies, and corporations with improper accumulated earnings. Federal Income Taxation is a prerequisite.

(It is recommended that students who contemplate taking Business Planning in the Third Year take Corporate Taxation in their Second Year.)

## CORPORATIONS

*(3 Sem. Hrs.)*

The structure and characteristics of modern business corporations, both large, publicly-held enterprises and small, closely-held concerns. The major part of the course deals with the promotion, organization, and management of corporations and considers in detail the distribution of corporate powers between management and shareholders; the manner in which such powers are exercised by shareholders, directors, and officers under statutory authority and private agreement; the limitations placed upon such powers by the fiduciary principle and federal regulations; the enforcement of corporate duties by public agencies and by shareholder action, including derivative suits and class actions; and the creation, maintenance, decrease and increase of corporate capital.

## CREDITORS' RIGHTS

*(3 Sem. Hrs.)*

The collective rights of creditors are considered, including compositions, creditors' agreements, assignments for the benefit of creditors, and arrangements. Primary emphasis is given to the first seven chapters of the Bankruptcy Act. Certain rights of individual creditors are also considered.



## CRIMES

*(2 Sem. Hrs.)*

General principles underlying the use of the criminal law are examined, especially as these are involved in the sentencing responsibilities of legislatures, courts and administrators. The nature and scope of several defenses as well as the substantive offenses are considered in detail.

## CRIME AND SOCIETY SEMINAR

*(2 Sem. Hrs.)*

The seminar will study contemporary problems in criminal law and enforcement. Emphasis will be placed on the social, political, and economic impact of crime. From time to time officials and others directly involved in the criminal process will talk to the seminar group. Visits to correctional institutions will also be scheduled. Crimes is a prerequisite. Limited to fifteen students.

## CRIMINAL PROCEDURE

*(2 Sem. Hrs.)*

The legal requirements of the criminal process relating to arrest, interrogations, trial and other procedures derived from constitutional, statutory and common law sources. Emphasis is placed on relating the law to relevant criminological material. Students must have taken or be taking Crimes.

## DAMAGES

*(2 Sem. Hrs.)*

General principles of damages: value, certainty, avoidable consequences, interest and expenses of litigation. Material will also be selected from the following topics: damages in tort actions (exemplary damages, personal injuries, wrongful death, defamation, deceit, injuries to the interests of owners of personal property and real property); damages for breach of contract (restriction to foreseeable losses and other standard rules operative in contract cases, loss of future performance, construction contracts, liquidated damage clauses). Limited to third-year students.

## EQUITY

*(4 Sem. Hrs.)*

History of Equity; powers of the courts; specific performance of affirmative and negative contracts; relief for and against third persons; equitable servitudes; conversion by contract; partial performance; the Statute of Frauds; relief against torts including trespass, nuisance; wrongs involving criminal misconduct; business injuries; defamation and protection of interests of personality; social and political relations.

## ESTATE AND GIFT TAXATION

*(2 Sem. Hrs.)*

A consideration of the fundamentals of taxation on transfers at death and during the life of the transferor, including transfers in contemplation of death, with life estate retained, and with the retention of powers. The estate and gift tax effects on special types of property holding, such as joint tenancy, powers of appointment, and life insurance contracts are also considered. The use of the marital deduction and problems arising from transfers for an adequate and full consideration are discussed.

(It is recommended that students who contemplate taking Estate Planning in the third year take Estate and Gift Taxation in their second year.)

## ESTATE PLANNING

*(3 Sem. Hrs.)*

An examination of the various methods of preserving and disposing of wealth to benefit the family group. The uses of the will, inter vivos revocable and irrevocable trusts, non-trust gifts, the different kinds of insurance, and forms of concurrent ownership as instruments in the estate plan. Analysis of the impact of estate, inheritance, gift and income taxes on the disposition of property under different plans. An examination of estate plans with emphasis on draftmanship and the desirability of the different modes of procedure open to the estate planner. Special consideration of future interest problems, powers of appointment, disposition of business interests, the marital deduction, multiple state death and income taxation of dispositions of property and charitable gifts. Trusts and Estates is a prerequisite.

## EVIDENCE

*(3 Sem. Hrs.)*

Law and fact, functions of the judge and the jury; testimonial, circumstantial, and real evidence; relevancy, competency and privilege; writings; examination of witness, offer of evidence, exceptions and review of questions of law and fact.

## FAMILY LAW

*(2 Sem. Hrs.)*

A study of the civil law of persons and domestic relations at common law and under modern statutes. The laws concerning marriage and divorce, separation and annulment. The parent and child relationship; infants and adoptions; effect upon property, contracts and torts. Ethical obligations of lawyers and judges respecting separation, divorce and annulment.

## THE FAMILY IN SOCIETY I AND II

*(2 Sem. Hrs. each)*

The first part of a two-part course (of which each part may be taken separately for credit) which examines in the light of legal theory and

the behavioral sciences the family as perceived by the state in the promulgation, enactment, construction, and administration of its laws. Part I concerns the Husband-Wife relationship. Part II concerns the Parent-Child relationship. Neither part may be taken by students who have taken Family Law.

#### FEDERAL COURTS AND JURISDICTION

(2 Sem. Hrs.)

An analysis of the function of the federal courts in the operation of the federal system, with particular emphasis on the distribution of power between federal and state courts and the limitations on federal judicial power. Special attention is directed to the role of the Supreme Court in umpiring the federal system. Related problems of federal procedure are also considered.

#### FEDERAL INCOME TAXATION

(3 Sem. Hrs.)

This course will examine the structure and content of the federal income tax system. Materials covered will include the concept of income, realization, deductions, splitting of income, capital gains, tax accounting and tax procedure. The course will attempt to give the student some technical proficiency in solving tax problems as well as an understanding of the tax policy decisions implicit in the technical rules. This course should be taken by all students who wish to do future work in the tax area.

#### FEDERAL TAX POLICY SEMINAR

(2 Sem. Hrs.)

This seminar considers in some depth selected questions of federal tax policy. The course attempts to discover, articulate and examine critically the policy rationale behind various of the substantive taxing provisions. Topics include capital gains taxation, depreciation, tax-exempt securities, political contributions, charitable deduction and other issues of current significance. Students should have previously taken the course in Federal Income Taxation; they also should have taken (or be taking concurrently) one other tax course.

#### FIDUCIARY ADMINISTRATION

(2 Sem. Hrs.)

Selected problems in the administration of decedents' estates and trusts. The nature of the fiduciary office and its powers, duties, and liabilities. The fiduciary as conservator, manager, liquidator, and distributor. Open to students who have taken or are taking Trusts and Estates.



## INSURANCE

*(2 Sem. Hrs.)*

An examination of the rules, principles and concepts of insurance law; the formation and regulation of the insurance carrier; the special characteristics and requirements of the insurance contract. Particular attention is given to the construction and enforcement of insurance contracts, to the legal devices upon which the insurer relies in the selection and control of risks, and to the interrelationship of insurance and insurers with governmental social security programs. Also considered are the problems of premium rate determination, the antitrust aspects of concerted rate-making and the effectiveness of insurance in achieving economic and social objectives.

## INTERNATIONAL ASPECTS OF U. S. INCOME TAXATION SEMINAR

*(2 Sem. Hrs.)*

This seminar considers the application of United States income tax laws to nonresident aliens and foreign corporations doing business in the United States and to the overseas activities of United States persons and corporations. The decisions of tax policy implicit in the substantive taxing provisions will be examined in some detail. Special attention will be given to the problem of international double taxation and the various unilateral and bilateral solutions to the problem. Students must have taken Federal Income Taxation.

## INTERNATIONAL BUSINESS TRANSACTIONS

*(3 Sem. Hrs.)*

A seminar which will study some of the more difficult legal problems facing American business enterprises engaged in activities in other countries. After examining the principles controlling the scope and effect of national law upon international transactions, attention will be given to a variety of specific problems, including an examination of the possibilities available for the organization of business abroad, the protection of intangible industrial property, the reach of United States and EEC antitrust statutes, and the taxation of foreign income. Open only to third-year students. It is recommended that students wishing to take this course first take International Law.

## INTERNATIONAL LAW

*(3 Sem. Hrs.)*

An introductory course, treating of the principles and practice of the law governing inter-State relations. The course will consider such topics as the nature and sources of international law, international claims, treaties and other international agreements, recognition of States and governments, territory, jurisdiction of States, nationality, peaceful settlement of international disputes, and war.

## INTERNATIONAL LAW SEMINAR

*(2 Sem. Hrs.)*

An investigation of selected problems of public international law. Attention will be given to the use and evaluation of international law materials. Open only to third-year students who have completed International Law and who have the instructor's permission to enroll; limited to twenty-five students.

## JURISPRUDENCE

*(2 Sem. Hrs.)*

The course examines the central issues of contemporary jurisprudence: the relationship between law and morals, the nature of rules, and the concept of a legal system. Emphasis in class discussion is on contributing to the solution of these problems rather than on documenting the view of specific personalities.

## JUVENILE DELINQUENCY SEMINAR

*(5 Sem. Hrs.)*

The law governing juvenile offenders is examined in the light of knowledge concerning the problem of delinquency contributed by the social sciences. Police practices, court procedures, and varied programs for the prevention and treatment of delinquency are analyzed. Field trips to institutions relevant to the field of study are undertaken and students are assigned as legal counsel for cases pending in the Boston Juvenile Court. Enrollment is limited and open to third-year students only. Crimes is a prerequisite.

## LABOR LAW

*(3 Sem. Hrs.)*

Introductory consideration of organized labor in a free enterprise society. Establishment of collective bargaining including representation and bargaining status under the National Labor Relations Act. Nature of the collective bargaining process, collective bargaining agreements and their administration with the use of grievance machinery and arbitration. Legal limitations on employer and union economic pressure. Legal controls which are applicable to intra-union relationships.

## LABOR LAW SEMINAR

*(2 Sem. Hrs.)*

This advanced labor law course is available to students who have completed the basic course in labor law; it is primarily concerned with the problems of the National Labor Relations Board practice and procedure and the lawyer's part in the collective bargaining process. Transcripts of fictitious Board hearings are examined and form the basis for discussion and reports. State Labor Relations Acts and developments in the field of arbitration are also examined. Students are required to write also on problems of first impression in the field of labor relations. Collective bargaining in the public sector will be covered.

## LAND USE CONTROL AND PLANNING

*(2 Sem. Hrs.)*

A course in a combined classroom and seminar form designed to explore in depth various problems in zoning, eminent domain, urban redevelopment, subdivision control and other public and private law areas affecting land use, with a concurrent study of underlying social and economic policy problems and planning concepts operative in these areas. Students are required to submit a paper and may be assigned additional research. Second-year students admitted only with the instructor's permission.

## LEGAL ACCOUNTING

*(2 Sem. Hrs.)*

A study of basic bookkeeping procedures and the mechanics of financial statement preparation followed by case studies of the legal bases of accounting principles. The focus is on the area of accounting judgments and their related legal problems rather than on the technical aspects of accounting theory. No previous knowledge of accounting is required.

## LEGAL COUNSELING

*(2 Sem. Hrs.)*

This seminar will be devoted to methods and theories of interviewing and counseling clients. There will be a discussion of the attorney-client relationship, based on actual case histories relating to business, family, crime and the individual.

## LEGAL PROCESS SEMINAR

*(2 Sem. Hrs.)*

The object is to impart an awareness and understanding of the inter-relationships between the processes and institutions which make up our legal system. The law is viewed as on-going and purposive, with continuing interaction (and opportunities for choice) between the processes of private ordering, adjudication, legislation, and administration. The problem method is used: jurisprudential concepts are not considered in the abstract but in the context of solving a series of concrete problems of legal ordering. Enrollment limited to twenty-five students.

## MORTGAGES

*(2 Sem. Hrs.)*

A basic course in real estate mortgages. Subject areas covered include equitable mortgages, the right to redeem, the underlying obligation, the positions of parties before redemption and foreclosure, transfer of interests, discharge, redemption and foreclosure as well as materials on federal mortgage and mortgage insurance laws.



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POST-CONVICTION REMEDIES AND REALITIES SEMINAR (2 Sem. Hrs.)

This seminar is offered collaboratively with the Department of Sociology and is open to a limited number of third-year law students and graduate students in sociology. The area covered includes sentencing, probation, parole, various sorts of penal institutions, and an analysis of relevant social problems and the applicable law. Crimes is a prerequisite.

## PROBLEMS IN CHURCH AND STATE (2 Sem. Hrs.)

An analysis of all of the decisions of the United States Supreme Court construing the establishment and free exercise of religion clauses of the First Amendment. An investigation into the relationship of these two clauses. An evaluation of Federal and state legislation designed to achieve a secular objective through the instrumentality of a Church-related agency.

## RACIAL ISSUES IN PUBLIC SCHOOL EDUCATION SEMINAR (2 Sem. Hrs.)

Community control, metropolitanization, and racial isolation are considered in relation to the current problems of the city and suburban schools of Greater Boston. Open to about eight law students (with preference for third-year students) and an equal number of graduate students of social psychology and education. Participants will work in interdisciplinary teams dealing with particular issues and problems.

## RESTITUTION (2 Sem. Hrs.)

Material will be selected from the following topics: restitution as an alternative remedy for tort; equitable accounting, the constructive trust and equitable liens; legal and equitable remedies on rescission for fraud; benefits conferred under agreements; unsolicited benefits and the volunteer; mistake in bargaining transactions; mistake in gift transactions; defective capacity; duress; illegality.

## SECURITIES REGULATION (2 Sem. Hrs.)

A survey of the statutes administered by the Securities and Exchange Commission, with particular reference to (1) the registration and prospectus requirements of the Securities Act of 1933 and the related exemptions, (2) the effect of Federal statutes upon common law standards of disclosure in the purchase and sale of securities, and (3) the duties of fair dealing and disclosure imposed by Federal law upon corporate management in its relations with stockholders.

## STATE AND LOCAL TAXATION SEMINAR

*(2 Sem. Hrs.)*

This seminar will deal with some of the problems and issues involving state and municipal tax levies. Material considered will include the historical development of state and local taxation, the constitutional issues arising from the existence of several taxing authorities in a federal system, the relation between the federal and state tax systems and problems of municipal financing. Federal Income Taxation is a prerequisite for this seminar. Some written work will be required.

## TRADE REGULATION

*(3 Sem. Hrs.)*

General survey of trade regulation by public and private power; the Sherman Act: monopolization, contract, combination and conspiracy; certain problems as affected by the Clayton Act, Federal Trade Commission Act, and Robinson Patman Act, including, patent, copyright and trade mark use; tying agreements and exclusive dealing arrangements; resale price maintenance and discriminatory pricing; mergers; unfair competition.

## TRADE REGULATION SEMINAR

*(3 Sem. Hrs.)*

An advanced seminar in antitrust law which examines problems for government, industry and the public in our free enterprise system with its complex concentration of economic power. The course focuses on the distributional process involved in the movement of goods from the manufacturer to the ultimate consumer. Specific attention is accorded various marketing arrangements, their economic effect on competition in the market and their legality under the Sherman, Clayton, and Federal Trade Commission Acts. Open to students who have satisfactorily completed a basic course in trade regulation; others may be admitted on the basis of special arrangements made with the instructor. Substantial research into extra-legal sources is required for the research paper.

## TRIAL PRACTICE

*(2 Sem. Hrs.)*

This course deals with problems of proof and persuasion in the trial of actions. The function and responsibility of the trial lawyer are considered, together with intensive consideration of the methods of developing facts at both the trial and pre-trial stages. Emphasis is on assigned problems which require practical application of rules of procedural and substantive law in a typical trial context. This course is offered in small sections to afford each student ample opportunity to participate in demonstrations of trial practices. Evidence is a prerequisite.

## TRUSTS AND ESTATES

*(6 Sem. Hrs.)*

Interstate succession; execution and revocation of wills; incorporation by reference and related problems. Creation and elements of the trust, the powers, duties and liabilities of the trustees; charitable trusts. Reversions, remainders and executory interests at common law and under modern legislation. The creation and execution of powers of appointment. The construction of limitations, particularly of class gifts. The nature and application of the rule against remotely contingent interests and related rules.

## URBAN-POVERTY LAW

*(2 Sem. Hrs.)*

A survey of the substantive legal issues affecting the urban poor. Evolutionary and revolutionary state and federal litigation and legislation redefining tenants' remedies and housing reform, eligibility for and administration of public assistance programs, consumer protection, employment problems, public education, economic development in the ghetto, and municipal services including police-community relations. The ethical dilemmas confronting the poverty law specialist in responding to demands for law reform.

## URBAN-POVERTY LAW WORKSHOP

*(5 Sem. Hrs.)*

This is a work-study course the purpose of which is to expose students to actual urban-poverty law problems. The class will focus on and study a particular aspect of law relating to the affairs of the poor. Course requirements include substantial field work including client contact and problem resolution. The aspect of urban-poverty law focused on will revolve around either community development or law reform and will be announced in a course prospectus which will be available two weeks before classes begin. A paper integrating classroom study and field work is required. Limited to eight to ten third-year students.





# SUMMER SESSION



The information in the following pages is for the 1969 Summer Session. This information cannot be used for determining programs or registering for the 1970 Summer Session. The dates for the 1970 Summer Session are June 29-August 7. The 1970 Summer Session Bulletin will be available in the middle of February, and may be obtained from the Dean of the Summer Session.

CHESTNUT HILL, MASSACHUSETTS 02167

## GENERAL INFORMATION

### THE UNIVERSITY

Boston College is one of twenty-eight Jesuit colleges and universities in the United States. The university traditions of Boston College derive from four centuries of academic experience and education idealism of the Society of Jesus, which, since its foundation by Ignatius Loyola in 1534, has established and conducted institutions of higher learning throughout the world. The foundation of Boston College arose from the labor of the first Jesuit community in New England, established at St. Mary's in Boston, in 1849. In 1857, John McElroy, S.J., first Superior of the Jesuit community at St. Mary's purchased the land and erected the collegiate buildings on Harrison Avenue, in Boston, the location of the college for fifty years.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This single restriction in the charter was removed by legislative amendment, approved April, 1908. John Bapst, S.J. was the first President of Boston College, and inaugurated the program of collegiate instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J. secured the land which is the site of the present campus at Chestnut Hill. In 1913, the College was moved to the Chestnut Hill campus.

### THE SUMMER SESSION

Established in 1924, the Summer Session operates as a separate division of Boston College; it does not confer any degrees, but in cooperation with the various Colleges and Departments of the University offers a wide variety of undergraduate and graduate courses and Special Programs.

All credit courses are equivalent to those in one semester of the regular academic year and are designed for students who wish to accelerate their programs, complete their degree requirements, or make up deficiencies.

The Special Programs (cf. p. 641 sqq.), as well as many of the regular summer courses, are designed for the needs of members of the teaching profession.

### LOCATION

University Heights, one of the most beautiful collegiate campuses in the United States, lies partly in Boston and partly in Newton; it is adjacent to and overlooks the Chestnut Hill Reservoir. The buildings have been acclaimed as unsurpassed monuments of Collegiate Gothic in America.



The campus is divided into three sections (cf. map in centerfold): the lower campus (in Boston), containing chiefly the athletic facilities plus the Law School and St. Ignatius Church; the middle campus, containing the academic buildings of the University; and the upper, or residential campus.

Boston College is situated between two main arteries to the city of Boston and is served by nearby lines of Boston's rapid transit system, the MBTA. Its accessibility affords the summer student the chance to take advantage of the many cultural and recreational attractions of the Greater Boston area: points of historical interest (e.g. the Freedom Trail), museums, restaurants, movie and summer theatres, and the seaside resorts on the North and South Shores of Massachusetts Bay. Major highways make weekend travel to Cape Cod, the mountains, or the Maine coast easily accessible.

### ADMISSIONS

Acceptance of a student by the Summer Session does not imply acceptance by any other division of the university. Students who wish to enroll for degree programs in any school of Boston College must make formal application to that division of the university.

Students not wishing to enroll in a degree program of one of five constituent schools of Boston College may attend as "Special Students" and need not submit a formal application for admission to the Summer Session nor a transcript of previous college work.

Undergraduate students who wish to transfer Summer Session credits to their college must present written authorization from their own Dean's Office for the courses they wish to take. This authorization must specify Course No.(s) and Title(s) as in this Bulletin. With authorized exceptions, a maximum of three courses may be taken. Otherwise all students restricted to two courses.

Graduate students must have their courses authorized by an official of their own university or by the appropriate Chairman of the Boston College Department who will be present at registration for this purpose.

THOSE WHO WISH TO INITIATE GRADUATE STUDIES IN SUMMER SESSION SHOULD HAVE ALL APPLICATION PAPERS ON FILE IN THE GRADUATE OFFICE BY MAY 1, 1969.

### Graduate School of Arts and Sciences

The Summer Session and the Graduate School of Arts and Sciences are administratively distinct. Graduate level arts and science courses in the Summer Session are open to students of the Graduate School of Arts and Sciences and to other qualified graduate students.

Students who desire to enter the Boston College Graduate School of Arts and Sciences should write for application forms and information to:

Office of the Graduate School of Arts and Sciences  
Boston College, Gasson 102  
Chestnut Hill, Massachusetts 02167

### Summer Graduation

Graduate students who have completed all degree requirements by August 30, 1969 will be considered eligible to receive the degree as of that date. A graduation fee of twenty dollars along with all other financial obligations must be paid before the degree may be awarded. There are no commencement exercises in the summer. The names of those who graduate in the summer are included in the commencement program of the following June and these persons are welcome to join the June candidates.

## REGISTRATION

### For Summer Courses

#### Advance Registration

Undergraduates enrolled at Boston College during the 1969 spring term may register for summer courses in the Summer Session Office from 9:30 a.m. to 4:00 p.m. or any of the following days: Tuesday through Friday, June 10 through 13, and Monday through Wednesday, June 16 through 18. They must present written authorization for courses from the Dean's Office of their own school.

All other students may use the Application for Advance Registration in this Bulletin between pages 8 and 9. (Extra copies of this form are available in the Summer Session office.) This Application, together with the Advance Registration Deposit of \$10, should be mailed or brought to the Summer Session office no later than: May 29, for all except Part II courses; and June 12, for Part II courses. The Deposit is not refundable, but is deductible from total charges, which are to be paid at the opening of the Summer Session. No other payment is to be made in advance.

All students who have registered in advance will be required to report to Roberts Center (June 19, 20 or 23) or Campion Auditorium (June 24 or 25) to pay their fees and to obtain registration and class cards.

Note: Part II course cards may be obtained until July 14 in the Summer Session office.

### Regular Registration

June 19, 20 or 23; 9:30 a.m.-12:30 p.m., 1:30-4:30 p.m. (graduates and undergraduates), 6-7:30 p.m. (undergraduates only). Part II: Closes July 14 at the Summer Session Office, Campion 200.

Students have completed registration for Summer Session when:

- 1) their course program has been approved by the Dean's Office if undergraduates, or by an official of their own university if graduate students and subject to approval of the appropriate Boston College department chairman; (Special Students see page 6).
- 2) Summer Session registration and class cards have been completed properly by the student;
- 3) Summer Session fees have been paid in full at time of registration and their class card properly validated by the Treasurer.

### Late Registration

Students may register in person for six-week courses only at Campion Auditorium on June 24 and 25. A Late Fee will be charged of \$5.00.

For Summer Institutes: see page 641.

## ACADEMIC INFORMATION

### AUDITORS

Students not taking courses for credit and not eligible for examinations and grades, may register for undergraduate or graduate programs. See page 640 for audit charges.

### CHANGES AND WITHDRAWALS

#### Change of Course

Applications for a change of course must be obtained in the Summer Session Office no later than June 27. After this date no change will be permitted, except in the case of Part II courses (July 18). A fee of \$5.00 will be charged for each course changed subsequent to registration.

#### Change of Status

Applications for a change from a credit to an audit status must be obtained in the Summer Session Office no later than July 25. After this date no such change will be permitted.



### Withdrawals

A Withdrawal is a complete severance of connection with the Summer Session. Students should not confuse Withdrawal with the mere dropping of courses or changing of status within the same course. (See Change of Course and Change of Status above).

A student who finds it necessary to withdraw from the Summer Session must give immediate notice to the Dean on a "Notice of Withdrawal" form obtainable from the Summer Session office. A student who is prevented by an emergency from filing the Notice in person should report his withdrawal immediately by writing a letter to the Dean of the Summer Session, giving a full statement of the reasons. Neither cessation of attendance, nor notification to the instructor, nor departure from the Summer Session constitute withdrawal. Withdrawal from the Summer Session will *in no circumstances be accepted by telephone*.

Students who give official notice of withdrawal on or before Friday, June 27, will be refunded 80% of tuition. Fees are not refunded, i.e. Registration Fee, Laboratory Fees. No adjustments on tuition accounts will be made after June 27. No refunds or adjustments in bills are automatic. See Refunds, Page 640.

### GRADES

Grade reports will be mailed to all students whose financial accounts have been settled in full, as soon as possible after the close of the Summer Session. Under no circumstances will grades be given over the telephone.

All course work must be completed by the date set for the course examination.

#### *Undergraduates:*

The grading system is: A, A—, excellent; B+, B, B—, good; C+, C, C—, satisfactory; D+, D, D—, passing but unsatisfactory; E, failure.

#### *Graduates:*

Grades assigned to graduate students are A, A—, B+, B, B—, C, F, W, I. The high passing grade of A is awarded for course work which is clearly distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory at the graduate level. Degree candidates who receive a

grade of C in more than ten credits may be required to withdraw from the graduate program.

A student who withdraws, following the proper procedure (see **WITHDRAWAL FROM COURSE**), from a course in which he is registered for credit will receive a grade of W for that course; for such a course no academic credits are granted. A grade of F will automatically be given to any graduate student who withdraws from a course later than July 25.

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If a deferment is granted, the student will receive a temporary grade of I (Incomplete), which will be changed when work is completed.

### LATE AND MAKE-UP EXAMINATIONS

There are no late and no make-up examinations for Summer Session courses.

### TRANSCRIPTS

Transcripts will be mailed upon request after the close of the Summer Session. There is a charge of \$1 for each transcript requested.

Boston College graduate and undergraduate students desiring automatic transfer of credits earned during the Summer Session for their records must indicate this when registering. Later request will require payment of a transcript fee.

## UNIVERSITY FACILITIES

### HOUSING

Facilities will be available in the Boston College Residence Halls for graduate students attending any Summer Courses or Institutes.

Board and room rates are \$8 per day for all and are computed from the date of arrival to the date of departure as established for the Summer Session and for each Institute. The \$8-a-day rate is a flat rate and is not subject to adjustment because of overnight absence or absence from meals. The full charge for board and room for the six-week Summer Session and for six-week Institutes is \$328.

Deadline for housing applications is 14 days before the beginning of the Summer Session.

An application for Residence Accommodations and all inquiries about summer housing should be addressed to:

Office of Summer Residence  
McElroy Commons  
Room 230  
Boston College  
Chestnut Hill, Mass. 02167

### BOSTON COLLEGE LIBRARIES

The Boston College libraries offer for the use of their students approximately 720,000 volumes. The principal library is Bapst and it is here that most students will be likely to find the materials needed for their courses. For some, however, the collections of the College of Business Administration (Fulton Hall), the Sciences (Devlin Hall), and the school of Nursing (Cushing Hall) may also be very useful. Although the loan period for books during the regular school year is one month, during the Summer Session, by reason of greater demand over a shorter period, books are to be returned two weeks after they are borrowed. Reserved books, of course, are borrowable for shorter, specified periods. Please do not hesitate to ask reference librarians for assistance in the use of the Library.

### PARKING

All Summer Session students will park in area west of stadium from Beacon Street to St. Ignatius gate. No permit required.

Exception will be made to handicapped students who will receive permit for Upper Campus at the discretion of Dr. Mary Kinnane, Dean of Summer Session.

The City of Newton does not allow parking of cars on any street in the vicinity of Boston College. This regulation is being strictly enforced.

### UNIVERSITY SERVICES BOSTON COLLEGE BOOKSTORE

The Bookstore, located in McElroy Commons will be open each day from 8:30 a.m. to 4:15 p.m. The Bookstore will be open the first three evenings of class from 6:00 to 7:30 p.m., June 23, 24, and 25th. No charges are allowed in the Bookstore at any time.

The Bookstore will close for vacation on Tuesday, July 29th.

### SPIRITUAL ACTIVITIES

Masses, confessions and other spiritual activities will be available during the summer, under the direction of the Chaplain of the Summer Session and his assistant(s). The Chaplain's office is in McElroy Commons, Room 141 (directly opposite the Bookstore).



For Resident Students, Mass will be celebrated daily in St. Joseph's Chapel (Gonzaga Hall). Facilities will be available for priests to celebrate Mass daily. Times of Masses and Confessions for Resident Students will be posted in the Residence Halls.

## SOCIAL ACTIVITIES

The Office of Special Program and Social Activities will be located in McElroy Commons. A program of social activities on and off campus will be arranged by the Coordinator of Special Programs and Social Activities. In addition to sponsoring special events, this office will coordinate all institutes, workshops, and special conferences. Room 102.

Information will be available in this office about concerts, theatre parties, movies, lectures, punch parties, sailing tours of the port and islands, bus tours to historical and educational landmarks, and the summer recreational opportunities in the Boston and New England area.

A get-acquainted reception will be held on Sunday evening, June 22, in the Resident Students' Lounge in McElroy Commons from 7:00 to 10:00 p.m. All faculty staff and students in the Summer Session are cordially invited to attend this reception.

A program of athletic events has also been planned. Tennis and sailing facilities will be available, as will instructions for those who are interested. In addition to this, the athletic facilities in Roberts Center will be available for men faculty and men students. These facilities include basketball and squash courts. The Annual Summer Session Tennis Tournament will be scheduled and all those interested should notify the Office of Special Activities during the first week of Summer Session.

Throughout the Summer Session, tables will be staffed in the Eagles' Nest (the student snack bar), and in the Resident Students' Dining Room in McElroy Commons which will serve as central information centers on all social activities. Maps, brochures and travel directions will be available at these information centers.

## FINANCIAL INFORMATION

### TUITION AND FEES

ALL FEES AND TUITION PAYABLE IN FULL AT TIME OF REGISTRATION.

A 50% Tuition reduction is granted to Religious men and women and to Diocesan Priests for credit courses, credit institutes, and the *first* audit courses ONLY.

#### Schedule of Fees

Advanced Registration Deposit (non-refundable, but deductible from total charges) .....	\$ 10.00
Registration Fee — to be paid by all students .....	5.00
Late Registration Fee, for six-week courses (June 24 and 25) .....	10.00

## Tuition

Per Credit Hour .....	50.00
First Audit course (per credit equivalent) .....	50.00
Subsequent audit courses (per credit equivalent) .....	25.00
Readings and Research, Thesis Seminar, Thesis Direction (per credit or point) .....	50.00
Change of Course Fee .....	5.00

## Laboratory Fees:

Language Laboratory (per 3-credit course) .....	5.00
Science Laboratories (per course) unless otherwise noted .....	25.00
Economic Statistics .....	10.00
Each course carrying a Laboratory Fee is so noted under Courses of Instruction.	

## Residence Fees

Daily Rate .....	8.00
Six-week Rate .....	328.00

Payments are to be made at the ticket windows in the foyer of Roberts Center on June 19 and 20 during registration hours, and June 23 from 8:00 a.m. to 10:00 a.m.; after these dates, payments are to be made at the Treasurer's Office, Gasson 100.

Make all checks payable to Boston College Summer Session; if mailed, they should be sent direct to the Treasurer's Office.

During the Summer Session the Treasurer's Office hours are as follows:

Daily (Monday through Friday) ..... 9:00 a.m. to 5:00 p.m.

A student who wishes to claim tuition paid by any scholarship source such as Traineeship, Massachusetts Rehabilitation, Employee, Faculty Scholarship, Peripatology, U.S. Navy, Nursing, or other, must show official credentials of authorization at time of Registration.

**NO GRADES OR TRANSCRIPTS OF GRADES ARE ISSUED TO STUDENTS WHOSE FINANCIAL ACCOUNTS HAVE NOT BEEN SETTLED IN FULL.**

## REFUNDS

Students who give official notice of withdrawal on or before Friday, June 27, will be refunded 80% of tuition. Fees are not refunded, i.e. Registration Fee, Laboratory Fees. No adjustments on tuition accounts will be made after June 27 except for Part II courses (July 18).

## SPECIAL PROGRAMS: INSTITUTES, WORKSHOPS, AND CONFERENCES

Applications and all requests for information about these offerings should be addressed to the Director whose name appears under the title of each Special Program.

Registration will take place at times and places designated by the Directors.

*PAYMENT IS TO BE MADE ON THE OPENING DAY OF EACH INSTITUTE — NOT IN ADVANCE.*

### INSTITUTE OF ARCHAEOLOGY AND THE BIBLE IN JERUSALEM

June 15 - July 31

Director: Dr. David Neiman

The Boston College Institute for Archaeology and the Bible was established in order to provide a program for the study of the Bible and its archaeology under the supervision and direction of the Faculty of the Department of Theology of Boston College and under the ideal conditions provided by conducting this Institute in the Holy Land with headquarters in the city of Jerusalem.

During the 1969 season the Institute will conduct a six-week program in Archaeology and Biblical Studies which will include an archaeological tour of Greece.

The Institute will provide a program of intensive study of the land of the Bible, its history, geography, and demography, combined with field trips to archaeological sites and antiquities *in situ* and field work in biblical archaeology under the supervision and guidance of leading archaeologists of the Bible.

Applications to the Institute will be considered from qualified students who wish to take the program as a part of their own continuing education without concern for course credits. Students of Boston College or of other colleges and universities who wish to take this program for academic credit may do so if they are in good standing in their respective institutions, are qualified, and have permission from their college to apply these credits to their course requirements.

### THE COURSE PROGRAM

THE HISTORY OF ISRAEL (3 credits)

THE ARCHAEOLOGY OF PALESTINE (3 credits)

The courses will consist of lectures, study sessions, field trips, and three weeks of work on an archaeological expedition under the supervision and guidance of field archaeologists.



The following topics will be studied in the lectures and readings that will be given during the class sessions.

- I. Introduction to the Land of the Bible.
- II. The Geography of the Holy Land.
- III. History of Israel from the Beginnings to the fall of Jerusalem.
- IV. The Archaeology of the Bible: Early Biblical Period
- V. The Archaeology of the Bible: Later Biblical Period

The following topics will be studied at the sites of the archaeological excavations:

- VI. Technique and Method in Palestinian Archaeology.
- VII. The Archaeology of Palestine: Specific sites will be visited and lectures given by the archaeologists.

### THE ARCHAEOLOGICAL EXPEDITION

The Boston College Institute of Archaeology is engaged in the excavation of the mound of Tell Megadim in cooperation with the Israel Exploration Society under the aegis of the Department of Antiquities. Tell Megadim is the modern designation of a Phoenician town which flourished on the coast of Palestine during the period when the Achaemenian Persian Empire ruled the western world (539-330 B.C.). During the last two seasons of excavation (1967/1968), the walls of the western part of the town were uncovered, and a variety of artifacts dating from its most flourishing period were uncovered. These include Attic Pottery of the Classical Period of Athenian civilization. During the 1969 season, excavation will continue in the center of the mound and on the probable sites of the citadel and the acropolis.

### FIELD EXPEDITIONS

The following field expeditions will be undertaken by the members of the Institute under the guidance of members of the Faculty. The purpose of these field expeditions is to study the history and archaeology of the Holy Land at first hand to get an impression of the geographical realities of biblical history.

#### FIELD EXPEDITIONS: GROUP I

Several trips will be undertaken to explore the northern regions of Israel. The Galilee, the Sea of Kinneret, and the surrounding places mentioned in the New Testament will be visited as part of the lecture — study course on Biblical History.

#### FIELD EXPEDITIONS: GROUP II

Jerusalem, the Desert of Judah, Jericho, the northern shore of the Dead Sea, and the Caves of Qumran. Lectures on the history and archaeology of the Dead Sea Scrolls and their significance will be given as introduction to these visits to the places of their discovery.

## FIELD EXPEDITIONS: GROUP III

The Negev Desert and its forgotten cities. Visits to Masada, Avdat, and Kurnub. These magnificent abandoned cities built in ancient times will be visited and examined under the guidance of archaeologists. The expedition will also visit the modern cities-in-the-desert of Beer-sheba and Sde Boqer.

## FIELD EXPEDITIONS: GROUP IV

An archaeological tour of Greece, including Athens and other centers of ancient Greek civilization.

## ACADEMIC CREDIT

The Summer Institute in Archaeology is catalogued as two Upper Division courses and can be credited for six credits toward a degree for students in the Graduate School, or towards the B.A. degree for undergraduates. These credits can be assigned to the departments of Art, Anthropology, Architecture, Classics, Geology, History, or Religion. Students who wish to apply the credit for the Summer Institute courses towards a Graduate degree will be required to take examinations in the courses and to complete a term paper on a subject approved by the Faculty. Students who wish to apply the credits towards a Bachelor's degree will be required to take the examinations. Upon completion of all the required work with a satisfactory grade (C or better for undergraduates, or B or better for graduate students), the student will receive six credits to apply to his course requirements in his own program. Students who will have these credits transferred to another college or university will assume the responsibility of having these courses and the six credits approved for credit at their own college or university. Upon completion of the requirements, a transcript of the student's grade will be forwarded to the home institution upon request.

## FACULTY OF THE INSTITUTE

DAVID NEIMAN, M.A., Ph.D., *Associate Professor of Theology, Director of the Institute of Archaeology.*

MAGEN BROSHI, M.A., *Curator of the Shrine of the Book, Israel Museum, Jerusalem, Director of the Boston College-Israel Exploration Society Expedition to Tell Megadim.*

YOHANAN AHARONI, Ph.D., *Director of the Institute of Archaeology at Tel-Aviv University, Professor of Biblical Archaeology.*

RIVKA MERHAV, M.A., *Archaeologist of the Boston College-Israel Exploration Society Expedition to Tell Megadim.*

AVRAHAM NEGEV, Ph.D., *Associate Professor of Classical Archaeology at the Hebrew University of Jerusalem.*

### FEES FOR THE INSTITUTE — 1969

The cost of the Summer Institute in Archaeology and the Bible is all-inclusive. It includes round-trip air fare from Boston or New York to Israel, room and board at the facilities provided by the Institute in Israel, all travel and field trips provided for in the program, and the archaeological tour of Greece. The cost of the Institute for 1969 will be \$1,295.00.

### REGISTRATION PROCEDURE

Students who wish to register for the Institute for 1969 should fill out the advance application form and mail it with a registration fee of \$25.00 (non-refundable) to the Director of the Institute.

If the applicant is notified that the application has been accepted, he (she) shall complete registration by remitting the first payment of \$500, which is due 15 days after being notified of acceptance to the program.

A second payment of \$400 is due on the 1st of April, 1969.

The final payment of \$370 will be due on the 15th of May, 1969.

PROFESSOR DAVID NEIMAN, *Director*  
Institute of Archaeology and the Bible  
Department of Theology  
Boston College  
Chestnut Hill, Massachusetts 02167

### BROTHERS' INSTITUTE IN CONTEMPORARY THEOLOGY

This Institute is aimed at providing theological up-dating for religious brothers whose previous formation or duties have prevented them from that familiarity with recent trends which are important to religious men in the post-conciliar world. The faculty is composed of professionally competent theologians who will lecture in the following areas: The Church, Biblical Studies, Special Issues in Systematic Theology, and Spirituality.

In addition to the more formal sessions, the Institute will provide the occasion for brothers from different backgrounds and different parts of the continent to engage in enriching exchange on matters of mutual interest and concern.

### PARTICIPANTS

June 15—June 20, 1969	REV. PATRICK J. RYAN, S.J., <i>Director</i>
Sun. evening to Fri. afternoon	REV. JAMES J. CASEY, S.J.
Non-credit; Fees: \$45	REV. THOMAS P. O'MALLEY, S.J.
Advance Registration \$10	REV. WILLIAM BURKE, S.J.
(deductible, non-refundable)	REV. DANIEL SAUNDERS, S.J.
Terminal date for registration—April 30, 1969	



CARDIOLOGY FOR NURSES  
BOSTON COLLEGE SCHOOL OF NURSING  
and  
AMERICAN HEART ASSOCIATION  
(Co-Sponsors)

Non-credit

*Directors:*

June 11, 12, 13, 1969

MRS. MARIE S. ANDREWS, R.N., M.S.

Fee \$45

WALTER ABELMAN, M.D.

RECENT ADVANCES IN CARDIAC NURSING.

The content will include the most modern concepts of the continuing comprehensive care of people of all ages who have problems of a cardiovascular nature. The nurse's role in the recognition and management of patients who have arrhythmias, cardiogenic shock, internal pacemakers (and other such assistive devices) will be considered. Round table discussions will be presented by different members of the professional health team—all eminent in their respective fields.

All sessions will be held in McGuinn Hall Auditorium, Boston College, Chestnut Hill, Massachusetts, from 9:00 a.m. to 4:00 p.m.

Attendance will be limited so early enrollment is advised.

On-campus residence facilities will be available at the rate of \$8.00 per day.

For any further information, please write to:

Mrs. Marie S. Andrews, Professor of Nursing Education  
Cushing Hall, Boston College  
Chestnut Hill, Massachusetts 02167

COMPUTER PROGRAMMING

for

High School Students and Secondary School Teachers

June 23 - August 1     *For information:* REV. STANLEY J. BEZUSZKA, S.J.

1. Course in Computer Programming for high school students.

Course content includes Fortran and machine languages, use of key punches. Experience in running the IBM 1620 will be by observation with professional operators.

This is a non-credit course, and the fee for the six-week period will be \$60.00

2. Course in Computer Programming for secondary school teachers.

The course will treat the essentials of Fortran and machine language. Key punches are available and experience in running the IBM 1620 will be by observation with professional operators.

There will be three upper-division undergraduate credits given for this course. Tuition for the course is \$50.00 per credit together with a \$25.00 laboratory fee and a \$5.00 registration fee for a total of \$180.00.

Teachers may audit the course for a fee of \$75.00.

Location: Campion Hall, Room 9.

## CREATIVITY: THEORY, RESEARCH AND APPLICATION TO CURRICULUM

June 16-20

Non-credit: \$45

One Credit: \$50 and

\$5.00 Registration fee

Registration: Campion 204

Location: Campion 204

*Director:* Dr. John Dacey

Campion 104B

Boston College

Chestnut Hill

Mass., 02167

### GENERAL PURPOSE

To increase teachers' competency in dealing with the creative potentialities of all children by providing opportunities to explore in depth the use of diagnostic techniques, individualization of instruction, and a wide variety of specialized materials dealing with creativity.

### SPECIFIC PURPOSES

1. To involve participants in the actual processes of creative behavior, as far as this is possible, with the intention of increasing their understanding of and favorable attitudes toward these processes in their students.
2. To discuss and criticize identifiable approaches to the nature and nurture of creativity.
3. To identify problems when working with creative pupils.
4. To apply the theory and research regarding creative behavior.
5. To evaluate critically the effectiveness of instructional materials designed to facilitate creative behavior.

The Institute will be limited to forty people, to be selected by the Director, in order to maximize the homogeneity of interests of the group. An effort will be made to gear the materials covered in the Institute to the interests and occupational backgrounds of the participants.

### PROJECTED PROGRAM TOPICS

Monday, June 16	3:30-4:00	Introduction and Overview
	4:00-5:30	The Meaning of Creativity: The Search for an Operational Definition.
Tuesday, June 17	3:30-5:30	Can We Test for Creativity?
Wednesday, June 18	3:30-5:30	Research on Creativity.
	4:30-5:30	Application of Concepts.
Thursday, June 19	3:30-4:30	Personality, Correlates of Creativity.
	4:30-5:30	The Nurture of Creativity
Friday, June 20	3:30-5:30	Demonstrations of Instructional Materials.

Time of the meeting is 3:30-5:30 with seminars by arrangement. These times are flexible and can be adjusted to the convenience of the participants.

INSTITUTE IN EDUCATIONAL LAW  
FOR MASSACHUSETTS SCHOOL SUPERINTENDENTS

May 28, 1969  
(repeat June 4)  
Non-credit

*Director:* DR. STEPHEN F. ROACH

*Fee:* \$20.00

Registration: 9:00-9:30 a.m. in lobby adjacent to Murray Conference Room, McElroy Commons.

The third annual one-day, drive-in conference designed to contribute to the professional growth of school administrators.

Designed to acquaint Superintendents of the public school systems of Massachusetts with recent changes in the law relating to education in the Commonwealth. Focus will be on: 1) Court decisions; 2) Legislative enactments; and 3) Opinions of the Attorney General.

Dr. Roach—editor of the *School Law Review* newsletters, the writer of the regular column on education law for *School Management*, and the author of the Education Law chapters in the *Annual Surveys of Massachusetts Law*—will present separate reports on the significant recent changes in the law relating to a) State organization for education; b) Local school operations; c) Student personnel; and d) School system employees.

Restricted to currently-practicing public school Superintendents, Associate and Assistant Superintendents. Registration limited to thirty participants at each session. A repeat conference is scheduled for June 4; additional repeat sessions will be scheduled if necessary.

All sessions will be held in the Murray Conference Room, McElroy Commons. Lecture outlines and précis will be distributed during registration.

Fee includes registration, on-campus parking, a specially prepared brochure of reference materials, and luncheon. Fee is payable at time of registration.

SUMMER INSTITUTE IN MATHEMATICS FOR JUNIOR  
AND SENIOR HIGH SCHOOL TEACHERS

June 23-August 1

*Director:* REV. STANLEY BEZUSZKA, S.J.

This Institute is sponsored by the National Science Foundation for those who receive NSF awards. However, a few non-National Science Foundation teachers will be accepted on regular Summer Session status for any or all courses: (Tuition \$50 per credit—Registration \$5.)

A total of 8 graduate credits will be granted upon successful completion of course work. Interested persons should consult the Director named above for further course details and registration procedures.

Location: Campion Hall, Rooms 7, 8, 207, 208.

MONTESSORI METHODOLOGY AS APPLIED TO  
EARLY CHILDHOOD EDUCATION

Recent research findings attest to the importance of education for the young child especially in the preschool years and kindergarten. In addition, many types of programs are in operation throughout the country.



A synthesis is needed and some assessment called for to select that array of activities best suited for the complete development of the young child. An in-depth study of the Montessori rationale constitutes a major portion of the Institute.

July 7-18

Daily except Saturday,

9:00 a.m. - 4:00 p.m.

Fees: \$50 per credit hour

\$ 5 registration fee

*Director:* SISTER MARY JOSEPHINA, C.S.J.

Campion Hall, Room 310

Boston College

Chestnut Hill, Mass. 02167

### SUMMER INSTITUTE IN PHYSICS

#### FOR SENIOR HIGH SCHOOL TEACHERS OF PHYSICS

June 23-August 1

*Director:* DR. FREDERICK E. WHITE

Supported by the National Science Foundation, this Institute aims at helping teachers with weak or insufficient background training in Physics. Modern Physics and Calculus will be studied thoroughly with the major emphasis on the Modern Physics course. This is the third part of a sequential study of the fundamental areas of physics. The other parts which it is hoped to offer in subsequent summers are: Optics and Electronics, Mechanics, and Electricity and Magnetism. The areas are taken one at a time to allow full understanding of the principles and mathematical techniques involved. There are no formal prerequisites for the program; mathematical tools will be developed as need arises in the presentation of Physics as a unified whole.

Participants will be chosen from applicants possessing the following requirements:

1. Appointment, for 1969-70, as a Physics teacher in senior high school.
2. Preferably, three to ten years experience in teaching Physics in senior high school.
3. Less than 18 semester hours of upper-division credits in Physics, exclusive of those earned in this sequence.
4. Preferably, credit for successful participation in previous Institutes in Physics at Boston College.

Daily sessions will include formal lectures followed by discussions; problem-solving seminars, and laboratory work. Opportunities will be afforded for individual and small-group conferences with staff members. On one afternoon each week a field trip or pertinent instructional films will replace the laboratory session. Daily home-problems will be assigned.

Six upper-division credits, for graduates and advanced undergraduates, may be earned by successful participation in the Institute. Successful participation in the sequence of four Institutes will be recognized by a special certificate of Postgraduate Study of Physics.

If numbers permit, a few teachers of Physics who otherwise possess the requirements may be admitted to the Institute, without National Science Foundation support, on regular Summer School Status: Tuition \$50 per credit. Registration \$5.

Location: Higgins Hall, Rooms 266, 366, 459.

## SUMMER INSTITUTE IN RADIATION BIOLOGY FOR SENIOR HIGH SCHOOL TEACHERS OF BIOLOGY

June 23-August 1

*Director:* DR. WALTER J. FIMIAN, JR.

A Teacher Training Program sponsored jointly by the National Science Foundation and The Atomic Energy Commission.

The Institute will consist of an integrated lecture and laboratory study of the types of radiations in the electromagnetic spectrum and unstable isotopes; the physical and photochemical reactions to radiation and their biological implications; the tracer and therapeutic application of radiation in the biological system; and the precautions necessary for the utilization of radioactive material in the biological experiment.

To be eligible to participate in the Institute, the applicant (man or woman) must:

1. Possess a Bachelor's degree.
2. Have completed at least three academic years of Senior High School teaching by the time of admission to the Institute, at least one of which must have been in the field of Biology (and that within the last three years).
3. Devote full-time to the Institute during the entire session.

Further priority will also be given to applicants who have not had the opportunity of previous Summer Institute participation. The Institute is particularly designed towards work at a level normally requiring at least two or three years of prior study in basic subject matter in the Biological Sciences.

Six academic credits may be earned by successful participation in the Institute; these are "upper-division" credits, for qualified graduates and advanced undergraduates. Successful participation in the Institute will be recognized by the award of a special Certificate of Postgraduate Study of Radiation Biology.

Due to the limited number of participants permitted (20), the Institute is restricted to N.S.F. and A.E.C. sponsored trainees only (as determined by the selection committee of the Institute).

Location: Higgins Hall, Room 267. Laboratory: Higgins 110.

## COURSES OF INSTRUCTION

Courses numbered	1 - 99	undergraduate courses, lower division
	100 - 199	upper division courses which may be taken for undergraduate or graduate credit
	200 - 299	graduate courses
	300 - 399	graduate seminars

Morning courses numbered through 199 meet daily Monday through Friday.

Courses numbered 200 and above meet five times the first week, three times weekly thereafter according to the ruling of the Department and the discretion of the professor.

Evening courses meet daily Monday through Thursday.

Unless otherwise indicated immediately after the title of each course, all courses run from June 23 to August 1.

THE CLASSROOM NUMBER FOR EACH COURSE IS SHOWN AFTER TIME OF COURSE. LETTERS DESIGNATE BUILDINGS AS FOLLOWS: C—Carney; D—Devlin; E—Campion; F—Fulton; G—Gasson; H—Higgins; L—Lyons; N—Cushing; S—McGuinn.

If it is necessary to change classrooms as designated in the catalog, change will be posted on door of classroom shown in the catalog. See map in centerfold for building locations.

THE SUMMER SESSION RESERVES THE RIGHT TO CHANGE OR WITHDRAW OFFERINGS IF NECESSARY.

### ACCOUNTING

ARTHUR L. GLYNN, *Chairman*

Office—Fulton 315

S AC 1E—ELEMENTARY ACCOUNTING I (June 23-July 11) (3 credits)

The basic principles necessary for an intelligent understanding of books and records used in business are stressed. The course includes the principles of debits and credits; opening, adjusting and closing books; classification and analysis of accounts, working papers and the preparation of financial statements.

*Daily, 6:00 - 9:45 p.m., C205*

*Mr. Arthur Glynn*

S AC 2E—ELEMENTARY ACCOUNTING II (July 14-August 1) (3 credits)

Basic concepts and procedures of accounting are further developed. Trading and manufacturing operations are studied. Analysis of the various types of assets and liabilities is made. Statement analysis, fund statements and the basic concept of consolidations are explored.

*Daily, 6:00 - 9:45 p.m., C205*

*Mr. Stanley Dmohowski*

S AC 31E—CONTROL

(3 credits)

Management control through the use of cost data is stressed. Among the subjects covered are budgets, standard cost analysis, cost-volume-profit relationships, differential costs, direct costing and distribution cost analysis.

*Daily, 6:00 - 7:45 p.m., C206*

*Mr. Frederick Zappala*

### BIOLOGY

REV. WILLIAM D. SULLIVAN, S.J., PH.D., *Chairman* Office—Higgins 327

S BI 21—GENERAL BIOLOGY (June 23-July 11) (3, 4 credits)

An introduction to the study of plant and animal life, the fundamental of vital phenomena, and the cell.

*Daily, 9:00 - 10:50 a.m., (lecture) H304*

*11:00 a.m. - 12:50 p.m., (laboratory) H210-216*

*Laboratory fee \$25.*

*Mr. Francis L. Maynard*

S BI 22—VERTEBRATE ZOOLOGY (July 14-August 1) (3, 4 credits)

The fundamental of classification, anatomy and physiology of the vertebrates.

*Daily, 9:00 - 10:50 a.m., (lecture) H304*

*11:00 a.m. - 12:50 p.m., (laboratory) H210-216*

*Laboratory fee \$25.*

*Mr. Francis L. Maynard*



## S BI 151—CELLULAR PHYSIOLOGY (3 credits)

The cellular, molecular and chemical principles underlying biological functions will be discussed. Included will be topics such as cell structure, function, energy, movement, reproduction, control mechanisms, permeability, sensation, and regulation mechanisms.

Daily, 9:15 - 10:30 a.m., H422

Mrs. Allyn H. Rule

## S BI 250—CELL BIOLOGY (without laboratory: 3 credits) (6 credits)

Structural, functional, genetic and developmental aspects of representative bacteria and viruses will be studied as examples of independent cell forms.

Daily, 9:00 - 12:00 noon (laboratory) H211

1:00 - 3:00 p.m. (lecture) H422

Mr. James J. Gilroy

Laboratory fee \$25.

## S BI 297—DIRECTED RESEARCH

(6 credits)

By arrangement

THE DEPARTMENT

## S BI 299—READINGS AND RESEARCH

(3 credits)

By arrangement

THE DEPARTMENT

## S BI 301—THESIS SEMINAR

(3 credits)

By arrangement

THE DEPARTMENT

## S BI 304—THESIS DIRECTION

(2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

## BUSINESS LAW

WILLIAM B. HICKEY, *Chairman*

Office—Fulton 404

## S BL 106E—REAL ESTATE

(3 credits)

An examination of principles and practices relating to the ownership, management and transfer of real estate including the various interests in land, quitclaim and warranty deeds, recording statutes, title examination, fixtures, easements, restrictions, liens, leases, mortgages, appraisals and other rights and duties incidental thereto.

Daily, 8:00 - 9:45 p.m., C206

Mr. Vincent A. Harrington

## S BL 108—INTRODUCTORY BUSINESS LAW

(3 credits)

An introduction to the study of Law, Sources of Law, Common Law, Constitutional Law, Statutes, State and Federal Court Systems, Legal Procedure and Remedies, Business Torts, The Law of Contracts.

Daily, 9:00 - 10:15 a.m., F200

Mr. William B. Hickey

## S BL 109—THE LAW OF BUSINESS ORGANIZATIONS

(3 credits)

The study of the Law of Agency, Partnerships, Corporations, and Negotiable Instruments.

Daily, 10:20 - 11:35 a.m., F200

Mr. William B. Hickey

## CHEMISTRY

IRVING J. RUSSELL, *Chairman*

Office—Devlin

Unless otherwise noted, the higher amount of credits is granted only to those students who, in addition to the regular requirements of the course, write an acceptable paper. Ch. 63 may not be taken without laboratory.

## S CH 3—GENERAL INORGANIC CHEMISTRY I (June 23-July 11)

*(Without laboratory: 3 credits) (3, 4 credits)*

An introduction to the principles of chemistry, together with suitable applications. The topics include atomic structure, atomic weights, valence, weight relationships, solution, chemical equilibria.

*Daily, 9:00 - 10:50 a.m., (lecture) Devlin—B12**11:00 a.m. - 12:50 p.m. (laboratory)**Laboratory fee \$25.**Teacher to be announced*

## S CH 4—GENERAL INORGANIC CHEMISTRY II (July 14-August 1)

*(Without laboratory: 3 credits) (3, 4 credits)*

Continuation of S Ch 3 including electronic structure, oxidation-reduction, metallurgy, introduction to organic chemistry and biochemistry, study of selected elements.

*Daily, 9:00-10:50 a.m., (lecture) Devlin—B12**11:00 a.m. - 12:50 p.m. (laboratory)**Laboratory fee \$25.**Teacher to be announced*

## S CH 31—ORGANIC CHEMISTRY I

*(Without laboratory: 3 credits) (3, 4 credits)*

Lectures on organic compounds through the carbohydrates with laboratory work on typical syntheses and studies of properties.

*Daily, 9:00 - 9:50 a.m., (lecture) H523**10:15 - 12:00 noon (laboratory)**Laboratory fee \$25.**Mr. David C. O'Donnell*

## S CH 32—ORGANIC CHEMISTRY II

*(Without laboratory: 3 credits) (3, 4 credits)*

Continuation of Organic Chemistry I.

*Daily, 10:00-10:50 a.m., (lecture) H583**11:15 a.m. - 1:00 p.m. (laboratory)**Laboratory fee \$25.**Mr. David C. O'Donnell*

## S CH 63—INTRODUCTORY QUANTITATIVE ANALYSIS

*(4 credits)*

Theory and problem work of Volumetric Analysis, including neutralization, oxidation-reduction, and Complexometric methods of volumetric analysis.

*Daily, 9:00 - 9:50 a.m., (lecture) Devlin Lab**10:15 - 12:00 noon (laboratory)**Laboratory fee \$25.**Teacher to be announced*

## S CH 301—THESIS SEMINAR

*(3 credits)**By arrangement**THE DEPARTMENT*

- S CH 305—THESIS DIRECTION (2 points)  
 A two-point non-credit course.  
*By arrangement* THE DEPARTMENT

## CLASSICS

THOMAS P. O'MALLEY, S.J., *Chairman* Office—Carney 122

- S CL 301—THESIS SEMINAR AND DIRECTION  
 The number of credits earned will not be more than six, and will depend on the amount of work.  
*By arrangement* THE DEPARTMENT

## LATIN

- S LT 1-2—ELEMENTARY LATIN (6 credits)  
 An intensive beginner's course in Latin grammar designed to develop facility in reading Latin by use of carefully graded selections from such authors as Caesar, Cicero, and Livy.

*Daily, 10:00 a.m. - 1:00 p.m., C4* Mr. Malcolm McLoud

- S LT 149—READING LATIN POETRY (3 credits)  
 An investigation into some of the Latin poetry of the first centuries B.C. and A.D., studying meter, structure, themes, and the process of adaptation from Greek models.

*Daily, 10:20 - 11:35 a.m., C2* Mr. Eugene Bushala

- S LT 155—CICERO'S LETTERS (3 credits)  
 Reading of selected letters, to develop knowledge of their latinity, and of the history which they reflect.

*Daily, 9:00 - 10:15 a.m., C2* Rev. Leo P. McCauley, S.J.

## GREEK

- S GK 199—READINGS AND RESEARCH (3 credits)  
 Programs in intensive reading of Greek, arranged for individual needs.  
*By arrangement* Rev. Carl J. Thayer, S.J.

- S GK 200—EURIPIDES (3 credits)  
 A reading of one play, with careful attention to language.  
*By arrangement* THE DEPARTMENT

## ECONOMICS

ALICE E. BOURNEUF, *Acting Chairman* Office—Carney 130

- S EC 1E—PRINCIPLES OF ECONOMICS I (3 credits)  
 Analysis of national income determination and the role of money.  
*Daily, 6:00 - 7:45 p.m., C9* Mr. Irvin Parsons

- S EC 2E—PRINCIPLES OF ECONOMICS II (3 credits)  
 Problems of equilibrium of the firm and the price system.  
*Daily, 8:00 - 9:45 p.m., C9* Mr. Joseph Sinkey



- S EC 31—PRINCIPLES OF ECONOMICS I (June 23-July 11) (3 credits)  
 Analysis of National Income Determination and the role of money.  
*Daily, 10:20 a.m. - 12:50 p.m., C305* Mr. Harold A. Petersen
- S EC 32—PRINCIPLES OF ECONOMICS II (July 14-August 1) (3 credits)  
 Problems of equilibrium of the firm and the price system.  
*Daily, 10:20 a.m. - 12:50 p.m., C305* Mr. Harold A. Petersen
- S EC 51E—ELEMENTARY STATISTICS (3 credits)  
 Collection and classification of data; tabular and graphic presentations; frequency distribution; measures of central tendency; normal curve; reliability of measures; time series analysis; index numbers; simple correlation.  
*Daily, 6:00 - 7:45 p.m., C7* Mr. Andrew Stollar  
*Laboratory Fee \$10.00*
- S EC 51—ELEMENTARY STATISTICS (3 credits)  
 Collection and classification of data; tabular and graphic presentations; frequency distribution; measures of central tendency; normal curve; reliability of measures; time series analysis; index numbers; simple correlation.  
*Daily, 10:20 - 11:35 a.m., C11* Miss Christine Branson  
*Laboratory Fee \$10.00*
- S EC 101—MICROECONOMICS (3 credits)  
 The purpose of this course is to give an understanding of the theoretical patterns of analysis of the pricing of commodities and factors of production, of the behavior of firms and households, and of the allocation of resources under a free price system. Prerequisite—Principles.  
*Daily, 10:20 - 11:35 a.m., C306* Mr. Michael Magura
- S EC 223—TIME SERIES ANALYSIS (3 credits)  
 Fourier series and transforms, stochastic processes, ergodic theory, time series analysis, spectral and cross-spectral analysis.  
*10:20 a.m. - 12:20 p.m., C6* Mr. William J. Duffy
- S EC 299—READINGS AND RESEARCH (3 credits)  
*By arrangement* THE DEPARTMENT
- S EC 301—THESIS SEMINAR (3 credits)  
*By arrangement* THE DEPARTMENT
- S EC 305—THESIS DIRECTION (2 points)  
 A two-point non-credit course.  
*By arrangement* THE DEPARTMENT

## EDUCATION

- DONALD T. DONLEY, *Chairman* Office—Campion 100
- S ED 202—MODERN EDUCATIONAL THOUGHT (3 credits)  
 A survey of recent and current philosophies of education through the writings of representatives of the major positions.  
*11:45 a.m. - 1:00 p.m., E107* Mr. Pierre D. Lambert

## S ED 203—PHILOSOPHY OF EDUCATION (3 credits)

Fundamental educational problems; the nature of the learner, the agencies responsible for education, the rights of parents, Church, and State regarding education, and the philosophical aspects of curriculum and methodology.

10:20 - 11:35 a.m., N231

Mr. Robert E. Moore

## S ED 204—EVOLUTION OF EDUCATIONAL DOCTRINE (3 credits)

An historical and philosophical study of the evolution of educational theory.

10:20 - 11:35 a.m., C10

Mr. Edward J. Power

## S ED 205—HISTORY OF CATHOLIC EDUCATION IN THE UNITED STATES (3 credits)

A study of the origin and evaluation of Catholic elementary, secondary, and higher education from the founding of Georgetown College to contemporary times.

9:00 - 10:15 a.m., C10

Mr. Edward J. Power

## S ED 208—SOCIOLOGY OF EDUCATION (3 credits)

Education as a social process. Institutional structure of American education. The social roles of teachers, administrators, and pupils. The group basis of education. Education and the community. (Also S Sc 254 Sociology Department).

9:00 - 10:15 a.m., S227

Mr. John D. Donovan

## S ED 211—EDUCATIONAL PSYCHOLOGY (3 credits)

A study of developmental tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

9:00 - 10:15 a.m., C203

Rev. Edward H. Nowlan, S.J.

10:20 - 11:35 a.m., N237

Mr. David Crellin

11:45 - 1:00 p.m., E302

Mr. John F. Travers, Jr.

## S ED 214—MODERN PSYCHOLOGY AND EDUCATION (3 credits)

An analysis of classical and modern theories of learning and their practical classroom implications.

Prerequisite: Undergraduate Educational Psychology

9:00 - 10:15 a.m., E302

Mr. David Crellin

10:20 - 11:35 a.m., E302

Mr. John F. Travers, Jr.

## S ED 221—SEMINAR IN ELEMENTARY METHODS (3 credits)

This course is designed to present the organization of the curriculum of the Elementary School. It will include basic methods and techniques of teaching, and will extend the study of the curriculum into the areas of Social Studies, Language Arts (other than Reading), Art, and Music. Opportunities will be given for observations in School Systems in the surrounding areas. This course is for candidates in Elementary Education, Plan A.

9:00 - 10:15 a.m., E204

Mr. Noel J. Reyburn

**S ED 222—CHILDREN'S LITERATURE (3 credits)**

The purpose of this course is to survey quality prose and poetry for developing an effective program in children's literature. Criteria for book selection and teaching procedures are examined.

11:45 a.m. - 1:00 p.m., E105

*Mr. J. Richard Bath*

**S ED 223—FRONTIERS OF ELEMENTARY EDUCATION (3 credits)**

Focus on inquiry into current experimentation, trends and established innovations in elementary school organization, curriculum and teacher-learning strategies. Emphasis is on critical analysis.

9:00 - 10:15 a.m., E305

*Miss Katharine C. Cotter*

**S ED 224—DEVELOPMENTAL READING INSTRUCTION (3 credits)**

This is an advanced course in teaching the basic fundamentals of reading in the elementary school. Reading research and innovative practices will be related to reading methodology.

Prerequisites: Undergraduate course in reading and teaching experience.

11:45 a.m. - 1:00 p.m., N331

*Miss Clare Corcoran*

**S ED 225—DIAGNOSTIC AND REMEDIAL TECHNIQUES IN READING**

(3 credits)

This is an advanced course for experienced teachers. It is designed to give the classroom teacher, reading supervisor, or special reading teacher skill in diagnosing and removing reading deficiencies.

Prerequisite: Ed 224—Developmental Reading Instruction.

10:20 - 11:35 a.m., E204

*Teacher to be announced*

**S ED 226—LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3 credits)**

This course focuses on the place of language arts in the total elementary school curriculum; research in language arts, current practices and new instructional techniques for developing and improving children's abilities in speaking, listening, and writing; linguistics and new grammar; materials for teaching language arts in the elementary school. Designed for experienced teachers, candidates in Elementary Education, Plan B.

11:45 a.m. - 1:00 p.m., E303

*Mr. John F. Savage*

**S ED 227—SOCIAL SCIENCES IN THE ELEMENTARY SCHOOL (3 credits)**

Current practices and new trends in curriculum, methods and materials, and evaluation in history, geography and related social sciences for grades one through six will be presented.

11:45 a.m. - 1:00 p.m., N234

*Miss Katherine C. Cotter*

**S ED 229—SCIENCE IN THE ELEMENTARY SCHOOL (3 credits)**

An examination of the structure of science; fundamental concepts of the physical and biological sciences; pedagogical interrelationship between mathematics and science; inquiry and discovery methods; the development of science programs and curricula in the elementary school. Emphasis in the course will be on content.

11:45 a.m. - 1:00 p.m., E306

*Mr. Richard H. Sine*



**S ED 230-231—M.A.T.-M.S.T. PRE-INTERN PROGRAM (6 credits)**

Open only to students involved in the M.A.T.-M.S.T. Program, with permission of the Chairman of the Department.

*By arrangement*

*Mr. Paul A. Green*

**S ED 233—TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL**

*(3 credits)*

This course includes the study of instructional materials, methods, and the technology of teaching considered appropriate to the candidate's specialized field. Emphasis is given to the organization of classroom procedures. Particular attention is focused on planning, preparation, implementation, and evaluation.

*9:00 - 10:15 a.m., E107*

*Mr. John J. Ruane*

**S ED 235—CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION**

*(3 credits)*

This course examines the changing structure of the secondary school and the design for curriculum improvement. Emphasis is given to the concepts of flexible scheduling, team teaching, independent study, and the ungraded school. New programs of instruction are revised together with promising strategies for improving the curriculum.

*10:20 - 11:35 a.m., S117*

*Mr. William M. Griffin*

**S ED 238—LITERARY TYPES FOR JUNIOR AND SENIOR HIGH (3 credits)**

Historical development of major literary types—essay, short story, novel, drama, and poetry—with emphasis on those elements which may prove most interesting to the high school reader. Also, a study of selected works to determine appropriate methods of teaching these types.

*9:00 - 10:15 a.m., S211*

*Mr. John J. Fitzgerald*

**S ED 239—EDUCATIONAL TECHNOLOGY**

*(3 credits)*

The course will consist of a brief review of the factors determining the need for technology (new equipment and materials) in the classroom; a demonstration of the typical audiovisual equipment used in the classroom; analysis of how audiovisual materials can be integrated into the curriculum; laboratory practice in the operation of audiovisual equipment and production of visual materials.

*9:00-10:15 a.m., E108*

*Mr. Charles Fagone*

**S ED 240—PRINCIPLES AND TECHNIQUES OF GUIDANCE (3 credits)**

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance.

*9:00 - 10:15 a.m., E306*

*Mr. William C. Cottle*

**S ED 245—CLINICAL CHILD GUIDANCE**

*(3 credits)*

Application of psychological data and methods to clinical problems with emphasis upon the specific behavior and personality problems of childhood and adolescence. Evaluation of modern clinical procedures in diagnosis and therapy.

*10:20 - 11:35 a.m., E105*

*Mr. Francis J. Kelly*

**S ED 246—THE COUNSELING PROCESS** (3 credits)

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems at various school levels.

Prerequisite: Ed. 240, Principles and Techniques of Guidance, or its equivalent.

11:45 a.m. - 1:00 p.m., N230

Mr. Kenneth W. Wegner

**S ED 248—VOCATIONAL INFORMATION AND PLACEMENT** (3 credits)

Evaluation, classification, and use of educational and occupational literature for counseling and the teaching of occupations. Techniques of placement and personnel work. Introduction to the sociology and psychology of careers.

10:20 - 11:35 a.m., E306

Mr. John J. Shea

**S ED 251—INTRODUCTION TO EDUCATIONAL ADMINISTRATION**

(3 credits)

An overview of the field of educational administration. Will consider the organization of American education in terms of its local, state, and federal relationships: the administration of American education in terms of general policies and practices utilized at its various levels, current issues in organization and administration. The basic course for those majoring in administration and supervision.

9:00 - 10:15 a.m., E303

Miss Mary D. Griffin

**S ED 252—PERSONNEL ADMINISTRATION**

(3 credits)

Problems of staffing, including recruiting, selecting, retaining, and evaluating, with emphasis on optimum use of human resources. Relation of the administrator to various policy-making bodies, to professional and lay publics, and to student personnel.

10:20 - 11:35 a.m., N230

Rev. Edward J. Norton, S.V.D.

**S ED 254—THE ELEMENTARY SCHOOL PRINCIPALSHIP**

(3 credits)

This course will deal with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the chief responsibility of the elementary principal—instructional leadership. The concept of the elementary principal as an educational statesman will be developed.

11:45 a.m. - 1:00 p.m., E204

Miss Mary D. Griffin

**S ED 256—LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION I**

(3 credits)

The legal rights, duties, and liabilities of school personnel generally in relation to their employing educational agencies, their professional and non-professional colleagues, pupils, and parents. An introductory course intended for classroom teachers, prospective administrators, and practicing administrators.

9:00 - 10:15 a.m., N332

Teacher to be announced

## S ED 259—SUPERVISION (3 credits)

A course planned for supervisors, principals, and teachers interested in school administration. Supervisory problems are studied in the areas of pupil-teacher relationship, curriculum devices, modern trends of supervision and new techniques of instruction which aim to improve the teacher-learning situation.

11:45 a.m. - 1:00 p.m., S117

Mr. William M. Griffin

## S ED 260—RESEARCH METHODS IN EDUCATION (3 credits)

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports. This course is required for all graduate students in education.

9:00 - 10:15 a.m., S121

Mr. John J. Walsh

10:20 - 11:35 a.m., S121

Rev. Paul F. McHugh

11:45 a.m. - 1:00 p.m., S121

Mr. Peter W. Airasian

## S ED 261—INFORMATION PROCESSING IN EDUCATION (3 credits)

Intended for students with little or no prior experience with electronic computers and ancillary mechanical equipment. Topics include—historical development of data processing, uses and operating principles of basic devices for punched-card processing, principles of electronic information processing, use of existing library programs and the planning and writing of computer programs in the FORTRAN language, with emphasis upon educational application in fields other than business management. Enrollment limited to twenty. Individually scheduled laboratory sessions in addition to class meetings.

*Prerequisite: consent of instructor.*

10:20 - 11:35 a.m., N234

Mr. John A. Jensen

## S ED 264—INDIVIDUAL INTELLIGENCE TESTING (3 credits)

A survey of psychological measurements dealing primarily with the construction, administration, scoring, and interpretation of mental tests. A certificate of proficiency in the administration of the Revised Stanford-Binet Test of Intelligence, Form L-M, and the Wechsler Adult Intelligence Scale (WAIS) is given to those successfully administering a specific number of tests.

9:00 - 10:15 a.m., E105

Sr. Mary Josephina, C.S.J.

## S ED 276—SEMINAR IN THE TEACHING OF RELIGION (3 credits)

A seminar designed to assist teachers in the teaching of religious education. Stress will be placed on new methods and materials. (To be offered in conjunction with the Theology Dept.)

9:00 - 10:15 a.m., C204

Sr. Marion O'Connor

## S ED 280C—PRACTICUM FOR MOBILITY THERAPISTS (9 credits)

A special four phased program limited to those enrolled in Peripatology. It provides an opportunity to learn the techniques of teaching orientation and mobility as well as providing experience in teaching these skills to the blind.

*By arrangement*

PERIPATOLOGY STAFF



## PRACTICUM I

(2 credits)

This is the introductory phase which provides the student an opportunity to learn to travel and to perform other daily routines under a blindfold.

*By arrangement*

## PRACTICUM III

(2 credits)

Under close supervision the work of the previous phase is placed into action by the student working with children and adults in schools (public and residential), rehabilitation agencies, and in the community.

*By arrangement*

## PRACTICUM IV

(3 credits)

When students have successfully completed the previous phases of the program they are assigned to "student teaching". Students teach under supervision of the cooperating agency or school as well as the faculty of the practicum section of the Peripatology Program.

*By arrangement*

## S ED 281B—THE DYNAMICS AND EDUCATION OF THE EMOTIONALLY DISTURBED CHILD

(3 credits)

Causes, characteristics and treatment of emotional disturbance in children; educational programs, role of the teacher, school and community agencies.

10:20 - 11:35 a.m., E108

*Mr. Philip A. DiMattia*

## S ED 281C—ORIENTATION TO WORK WITH THE BLIND

(3 credits)

A general introduction to the problem of blindness and a study of services provided to those who are blind by school and public and private agencies. Also included is a review of special state and federal laws affecting the blind as well as a study of special aids used by those who are blind.

9:00 - 10:15 a.m., N333

*PERIPATOLOGY STAFF*

## S ED 281D—INTRODUCTION TO THE EDUCATION OF THE VISUALLY HANDICAPPED

(3 credits)

Provides an overview of educational services for the visually handicapped. A historical review of educational programs and problems associated with a visual handicap. Includes the evolution of educational materials for the visually handicapped.

10:20 - 11:35 a.m., E303

*Mr. William T. Heisler*

## S ED 281F—INTRODUCTION TO THE PROBLEMS OF THE MULTI-HANDICAPPED

(3 credits)

A review of the most common crippling conditions and special health problems with a consideration of problems of learning and adjustment resulting from these handicaps.

9:00 - 10:15 a.m., N239

*Mr. Edward J. Connolly*

## S ED 282B—TEACHING THE EMOTIONALLY DISTURBED CHILD

(3 credits)

Methods and materials designed to meet the specific learning problems of emotionally disturbed children. Consideration is given to the organization and planning of learning experiences; classroom management; etc.

11:45 a.m. - 1:00 p.m., E108

*Mr. Philip A. DiMattia*

## S ED 283A—TEACHING THE MENTALLY RETARDED ADOLESCENT

(3 credits)

Considers all phases of educating mentally retarded adolescents with emphasis on problems encountered in special classes of secondary schools. Special consideration given to work-study programs and cooperating sheltered workshops.

10:20 - 11:35 a.m., S133

Mr. John R. Eichorn

## S ED 283D—BRAILLE READING AND WRITING

(3 credits)

A course in the reading and writing of Grade II (Literary) Braille and Mathematical Braille (Nemeth Code). Includes also special forms of braille such as foreign languages and diacritical markings.

9:00 - 10:15 a.m., S118

Mr. Philip R. Crafts

## S ED 284A—PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN

(3 credits)

Characteristics, educational provisions for children who deviate significantly from the norms in vision, hearing, intelligence and in social and emotional adjustment.

9:00 - 10:15 a.m., S133

Mr. John R. Eichorn

## S ED 284D—TEACHING VISUALLY HANDICAPPED CHILDREN AT THE ELEMENTARY LEVEL

(3 credits)

An advanced course concerned with the special problems of educating visually handicapped children at the elementary level.

11:45 a.m. - 1:00 p.m., S118

Mr. Philip R. Crafts

## S ED 285A—ALLIED ARTS FOR TEACHERS OF HANDICAPPED CHILDREN (Workshop June 23—July 11)

(3 credits)

This course is designed to enable special class teachers to develop programs in the area of allied arts based upon the economics of daily living. Emphasis will be placed on the organization and planning of instructional activities and materials suited to the needs and interests of exceptional children. Laboratory experiences included. This course is required for certification as a teacher of the mentally retarded in Massachusetts.

Daily, 1:00 - 4:00 p.m., C202

Mr. Paul R. McDade

## S ED 286A—PROVIDING FOR THE TRAINABLE MENTALLY RETARDED IN SCHOOL (Workshop, July 14-Aug. 1)

(3 credits)

This course is concerned with curriculum content, physical facilities, and teaching procedures used for the trainable mentally retarded in school.

Daily, 1:00 - 4:00 p.m., C202

Teacher to be announced

## S ED 286D—ORIENTATION AND MOBILITY FOR TEACHERS OF THE VISUALLY HANDICAPPED

(3 credits)

Designed to give teachers knowledge of basic techniques which help children gain skills toward becoming independent. Includes travel, self care, organization, social skills and grooming. Emphasis is placed on relating the value of these skills to visually handicapped children, parents and other school personnel.

10:20 - 11:35 a.m., S118

PERIPATOLOGY STAFF

S ED 287A—RELIGION FOR RETARDED CHILDREN (3 credits)

Considers the content of programs for religious instruction for mentally retarded children. Included is a consideration of methods and materials used in teaching the content.

11:45 a.m. - 1:00 p.m., S133

*Teacher to be announced*

S ED 289A—SPECIAL LEARNING DISABILITIES (3 credits)

Will include a cross-categorical examination of functioning and dysfunctioning in factors connected with learning. Several rationales for the education of children with learning disabilities will be presented together with the educational assessment procedures and educational programs associated with them.

9:00 - 10:15 a.m., S117

*Mr. John B. Junkala*

S ED 295—SPEECH COMMUNICATION FOR THE CLASSROOM TEACHER (3 credits)

This course is geared to the needs of the teacher in effective communication of ideas in the classroom and in the professional school community. Particular attention is given to the lucid exposition of ideas in informal and formal speaking situations. Students also have experiences in problem-solving speaking and in arguing an issue. Emphasis is placed as well on reading aloud from various forms of literature employed in classroom instruction. A teacher's particular needs in the area of voice and diction are met through the use of sound and video tape.

10:20 - 11:35 a.m., C302

*Mr. J. Paul Marcoux*

S ED 295A—DIRECTING THE SCHOOL PLAY (3 credits)

Aimed at those teachers who have some responsibility for elementary and secondary school theatre programs, this course will review current theatre practice as it applies to modern education. Problems involved in selecting plays, casting, analyzing the script, and staging plays (including technical aspects such as lighting, costuming and makeup) in various styles will be considered. Some attention will also be given to creative dramatics in the elementary classroom. Class attendance at several summer productions of children's theatre and the professional theatre in and around Boston will be an integral part of the structure of the course.

11:45 a.m. - 1:00 p.m., C302

*Mr. J. Paul Marcoux*

S ED 305A—EDUCATION IN THE SOVIET UNION AND EASTERN EUROPE (3 credits)

A study of educational patterns in the Soviet Union and in the nations which have been in the Soviet sphere of influence.

9:00 - 10:15 a.m., N230

*Mr. Pierre D. Lambert*

S ED 307—CONTEMPORARY ISSUES IN EDUCATIONAL THEORY (3 credits)

A detailed study of the principal current debates in educational philosophy.

11:45 a.m. - 1:00 p.m., N231

*Mr. Robert E. Moore*



## S ED 324—SEMINAR IN THE PSYCHOLOGY OF THE YOUNG CHILD

(3 credits)

It is the purpose of this seminar to concentrate on a few aspects of the development of the young child, in each instance to systematize the body of available knowledge and to consider critically the extent to which educational procedure rests on this foundation. Possible areas to be studied are cognitive and attitudinal processes, sex role identification and the formation of values. Students are expected to undertake independent work, with the help of prepared bibliographies, and partake in presentation to the seminar.

10:20 - 11:35 a.m., N336

Mrs. Irene Passios

## S ED 326—ADVANCED SEMINAR AND PRACTICUM IN READING (6 credits)

An intensive study of case methods for diagnosing and removing serious reading deficiencies. Tutoring under supervision of one or more pupils selected from grades 1-8. Team teaching procedures will be adapted in an off-campus reading laboratory.

Daily, 9:00 - 12:00 p.m.

Miss Marion J. Jennings

Miss Clare Corcoran

To be offered at Nazareth Child Care Center, Jamaica Plain.

Prerequisite: Approval of instructor.

## S ED 328—SEMINAR IN ELEMENTARY EDUCATION

(3 credits)

Current issues and problems in elementary education selected by seminar members are investigated, reported and discussed in a problem-solving approach. For experienced educators.

10:20 - 11:35 a.m., E107

Mr. John F. Savage

## S ED 330—URBAN EDUCATION I

(3 credits)

This course is designed to examine problems confronting the inner-city teacher; his attitudes and expectations toward teaching in deprived areas; problems of instruction and learning, the effects of economic and cultural deprivation on the personality development of youth in these areas, and the implications of learning theory, curriculum and instruction in the urban classroom.

10:20 - 11:35 a.m., N339

Mr. Charles F. Smith, Jr.

## S ED 346—BEGINNING COUNSELING PRACTICUM

(3 credits)

Work under direct supervision with clients wishing educational-vocational counseling in a setting at the level in which the counselor expects to work.

9:00 - 10:15 a.m.

Rev. John P. Boles

9:00 - 10:15 a.m.

Rev. George F. Lawlor, S.J.

10:20 - 11:35 a.m.

Teacher to be announced

11:45 - 1:00 p.m.

Teacher to be announced

**S ED 347—PRACTICUM IN CHILD GUIDANCE (3 credits)**

A practicum at the elementary level for candidates who have completed course work for the master's degree.

9:00 - 10:15 a.m.

or

*By arrangement*

*Mr. Francis J. Kelly  
Teacher to be announced*

**S ED 348—ADVANCED COUNSELING PRACTICUM (3 credits)**

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program.

9:00 - 10:15 a.m.

or

*By arrangement*

*Mr. Kenneth W. Wegner*

**S ED 360—EDUCATIONAL STATISTICS I (3 credits)**

Methods of data reduction, graphic presentation, measures of central tendency and variability, the binomial distribution and probability, correlation and linear regression, estimation and inference, and introduction to hypothesis testing.

11:45 a.m. - 1:00 p.m., E305

*Mr. Ernest Rakow*

**S ED 375—SEMINAR IN CURRICULUM IN HIGHER EDUCATION (3 credits)**

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.

9:00 - 10:15 a.m., N334

*Mr. Michael H. Anello*

**S ED 376—COLLEGE TEACHING (3 credits)**

A study and analysis of great teachers and teaching. A number of approaches are reviewed to improve the students effectiveness as a college teacher. Each student is given an opportunity to lecture under the helpful criticism of the instructor and his peers.

10:20 - 11:35 a.m., N334

*Mr. Michael H. Anello*

**S ED 381A—CURRICULA PLANNING FOR SPECIAL CLASSES (3 credits)**

Includes a study of curricula design and curricula used in the various types of special classes.

*By arrangement*

**THE DEPARTMENT**

**S ED 382A—RESEARCH IN SPECIAL EDUCATION (3 credits)**

An analysis and evaluation of current research in the psychology and/or education of children with special learning disabilities, involving mental retardation, blindness, emotional disturbance, perceptual problems, etc. Generally the students are expected to be concerned about one area of exceptionality. Opportunity can be afforded for special projects for selected students.

*By arrangement*

**THE DEPARTMENT**

## S ED 400—PROJECTS IN HISTORY AND PHILOSOPHY OF EDUCATION

Open to advanced graduate students only. Credits to be determined.

*By arrangement*

THE DEPARTMENT

## S ED 433—SEMINAR IN PROBLEMS IN CATHOLIC EDUCATION (3 credits)

This seminar will consider the educational, economic, sociological and political problems presently facing Catholic education.

11:45 a.m. - 1:00 p.m., C10

Mr. George F. Madaus

## S ED 440—INDIVIDUAL PSYCHOLOGICAL TESTING-THEORIES

Examination of theories of individual psychological testing with a number of the most commonly used instruments. Limited laboratory experience.

9:00 - 10:15 a.m., N336

Teacher to be announced

## S ED 449 — PROJECTS IN COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

Open to doctoral students *only* after all other courses have been taken. Credits to be determined.*By arrangement*

Mr. William C. Cottle

## S ED 450—PROJECTS IN ADMINISTRATION AND SUPERVISION

Open to advanced graduate students only. Credits to be determined.

*By arrangement*

THE DEPARTMENT

## S ED 460—PROJECTS IN EDUCATIONAL MEASUREMENT AND EVALUATION

Open to advanced graduate students only. Credits to be determined.

*By arrangement*

THE DEPARTMENT

## S ED 463—INTERNSHIP IN EDUCATION RESEARCH

(6 credits)

Program participants will be placed in one or more educational research settings to work with local staff and Department faculty in the planning, conduct, analysis, and reporting phases of one or more projects relating to the evaluation of an educational innovation.

*By arrangement*

THE DEPARTMENT

## S ED 470—PROJECTS IN HIGHER EDUCATION

Open to advanced graduate students only. Credits to be determined.

## S ED 481A—PROJECTS IN SPECIAL EDUCATION

Open to advanced graduate students only. Credits to be determined.

*By arrangement*

THE DEPARTMENT

## ENGLISH

RICHARD E. HUGHES, *Chairman*

Office—Carney 447

## S EN 1e—INTRODUCTION TO COLLEGE ENGLISH

(3 credits)

A study of prose, with frequent writing assignments.

Daily, 6:00-7:45 p.m., C102

Mr. Gage Grob



- S EN 2e—POETRY AND DRAMA (3 credits)  
 Readings in poetry and drama for understanding and appreciation, and the composition of critical papers.  
*Daily, 8:00-9:45 p.m., C102 Mrs. Rose Doherty*
- S EN 23e—MAJOR AMERICAN AUTHORS (3 credits)  
 An historical and interpretative analysis of selected classics of American Literature.  
*Daily, 6:00-7:45 p.m., C103 Mr. John Sullivan*
- S EN 24e—MAJOR ENGLISH AUTHORS (3 credits)  
 An historical survey of the classics of English literature from the beginnings to the present.  
*Daily, 8:00 - 9:45 a.m., C104 Mr. Douglas McCay*
- S EN 100—FILM AND FICTION (3 credits)  
 Adaptation borrowing an imitation of fictional techniques in cinema and the reverse process. Titles include (tentatively) *Don Quixote*, *Madame Bovary*, *Pickwick Papers*, *Brighton Rock*, and *Ulysses*.  
*9:00 - 10:15 a.m., E17 Mr. Paul Doherty*
- S EN 111—CONTEMPORARY DRAMA (3 credits)  
 A study of modern drama as social literature, with emphasis on Ibsen, Strindberg, O'Neill, Shaw and Albee.  
*Daily, 11:45 a.m. - 1:00 p.m., C9 Mrs. Clara Siggins*
- S EN 112—RENAISSANCE DRAMA (3 credits)  
 A study of the Elizabethan age in drama, with emphasis on the writings of Shakespeare and his contemporaries.  
*Daily, 10:20-11:35 a.m., F200 Mr. Albert Folkard*
- S EN 114—SURVEY OF THE CLASSICAL DRAMA (3 credits)  
 The early Greek theatre, Aristotle's *Poetics*, Medieval Drama, and the rise of neo-classicism in France.  
*Daily, 10:20 - 11:35 a.m., S211 Mr. John Fitzgerald*
- S EN 119e—ENGLISH LITERATURE, BEGINNINGS TO 1660 (3 credits)  
 Readings and analysis of selected authors from Beowulf to restoration of Charles II, 1660.  
*Daily, 6:00 - 7:45 p.m., C302 Mr. Thomas Hughes*
- S EN 120e—ENGLISH LITERATURE, 1660 TO THE PRESENT (3 credits)  
 Readings and analysis of selected authors from John Dryden to Dylan Thomas.  
*Daily, 8:00 - 9:45 p.m., C302 Mr. Thomas Hughes*
- S EN 126e—SHAKESPEARE (3 credits)  
 A close study of *Henry IV*, *A Midsummer Night's Dream*, *King Lear*, and *The Tempest*.  
*Daily, 8:00 - 9:45 p.m., C305 Mr. Joseph Longo*

- S EN 149—EIGHTEENTH CENTURY ENGLISH LITERATURE (3 credits)  
A study of English Neo-classical literature from Dryden, with emphasis on Swift, Pope, Fielding, Johnson, and Goldsmith.  
*Daily, 9:00 - 10:15 a.m., N233* Mr. Daniel McCue
- S EN 150e—STUDIES IN ENGLISH FICTION (3 credits)  
The development of narrative technique from Jane Austen to Joseph Conrad.  
*Daily, 8:00 - 9:45 p.m., C103* Mr. John Sullivan
- S EN 152—THE LONG NOVEL (3 credits)  
A study of the theory, themes, and organic development of such long novels as *Tom Jones*, *Ulysses*, *Dr. Zhivago*, *Brothers Karamazov*, *Vanity Fair*, and *Moby Dick*.  
*Daily, 11:45 - 1:00 p.m., C104* Mr. Joseph McCafferty
- S EN 188—REDISCOVERY OF MYTH: THE CITY (3 credits)  
A consideration of the relationship between mythic imagination and literary imagination as seen in the symbol of the city.  
*Daily, 10:20 - 11:35 a.m., C203* Mrs. Anne Craft
- S EN 206—MEDIEVAL ROMANCE (3 credits)  
A consideration of the Arthurian tradition in literature along with related literary materials.  
*9:00 - 10:15 a.m., N234* Mr. Charles Regan
- S EN 212—CHAUCEER (3 credits)  
An intensive study of the *Canterbury Tales*, with selected readings in contemporary writings and in Chaucer criticism.  
*Daily, 9:00 - 10:15 a.m., S110* Mr. Edward Hirsh
- S EN 234—RENAISSANCE LITERATURE (3 credits)  
A detailed study of major writers from Thomas More through Edmund Spenser.  
*9:00 - 10:15 a.m., C7* Mr. P. Albert Duhamel
- S EN 235—SHAKESPEARE (3 credits)  
A close analysis of four plays: *Richard II*, *Twelfth Night*, *Macbeth*, and *The Tempest*.  
*10:20 - 11:35 a.m., C7* Mr. P. Albert Duhamel
- S EN 242—MILTON (3 credits)  
Milton's major works—*Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*—with a detailed study of *Paradise Lost*.  
*10:20 - 11:35 a.m., S110* Mr. Edward Hirsh
- S EN 253—THE DISINTERESTED IMAGINATION (3 credits)  
Studies in the poetry of Keats and the literary theory of Hazlitt.  
*9:00 - 10:20 a.m., C9* Mr. John Mahoney
- S EN 255—EIGHTEENTH CENTURY ENGLISH FICTION (3 credits)  
The rise of the novel from the 17th century origins to the classic works of Fielding and his contemporaries.  
*10:20 - 11:35 a.m., N233* Mr. John Loofbourow

S EN 256—NINETEENTH CENTURY ENGLISH FICTION (3 credits)  
The development of the novel, from Jane Austen to the Victorian masters.

11:45 a.m. - 1:00 p.m., N233

Mr. John Loofbouroow

S EN 257—TWENTIETH CENTURY ENGLISH FICTION (3 credits)  
Studies in the work of Joyce and Lawrence, with particular emphasis on *Ulysses*, *The Rainbow*, *Women in Love*, and *The Plumed Serpent*.

9:00 - 10:15 a.m., C303

Mr. Andrew Von Hendy

S EN 275—REALISM AND NATURALISM IN AMERICAN LITERATURE (3 credits)

Developments in modern fiction in the writings of Dreiser, Fitzgerald, Hemingway, Salinger, Mailer and others.

11:45 a.m. - 1:00 p.m., C205

Mr. John McAleer

S EN 276—AMERICAN PERSONAL NARRATIVE (3 credits)

Major American journals, letters, essays and autobiographies studied as literature: de Crevecoeur, Mather, Franklin, Parkman, Baldwin, Malcolm X, Cleaver, and others.

10:20 - 11:35 a.m., C205

Mr. John McAleer

S EN 277—CONTEMPORARY AMERICAN DRAMA (3 credits)

An exploration of image and motif in major 20th century theatre.

10:20 - 11:35 a.m., C206

Mr. Leonard Casper

S EN 281—SOUTHERN RENAISSANCE (3 credits)

The central themes and techniques of the Southern literary tradition.

11:45 a.m. - 1:00 p.m., C206

Mr. Leonard Casper

S EN 290—WILLIAM BLAKE (3 credits)

The poetic vision of Blake's longer works, with special attention to the poet's anticipations of 19th and 20th century literary theory and practice.

10:20 - 11:35 a.m., C303

Mr. Andrew Von Hendy

S EN 301—THESIS SEMINAR (3 points)

THE DEPARTMENT

S EN 305—THESIS DIRECTION (2 points)

THE DEPARTMENT

## FINANCE

WALTER T. GREANEY, JR., *Acting Chairman*

Office—Fulton 215

S FN 21e—CORPORATION FINANCE (3 credits)

This course is an introduction to the financial decision-making process. Topics treated intensively include the flow of funds, financial analysis and forecasting, working capital management, money and capital markets, financial leverage, the cost of capital, and capital budgeting. The course also considers the influence of political, social and economic factors on the financial decision-making process.

Daily, 6:00 - 7:45 p.m., C305

Mr. Jerry Viscione



## S FN 53e—BANKING ADMINISTRATION (3 credits)

An advanced course in banking designed to acquaint both the customer who uses the facilities of the commercial bank and the prospective officers who will render service to the customers with the principles, practices, the legal responsibilities and problems of commercial banks.

*Daily, 6:00 - 7:45 p.m., C202*

*Mr. Raymond Aberne*

## S FN 54—FINANCIAL INSTITUTIONS (3 credits)

The course is designed to make the student aware of the institutional structure of the financial system and of the relationships between the financial system and the expenditure sectors (households, business, government and the rest of the world). The material covered aims at encouraging the student to consider many controversial issues and attempts to develop his own solutions.

*Daily, 9:00 - 10:45 a.m., F100*

*Mr. Walter T. Greaney*

## S FN 55e—PERSONAL FINANCE (3 credits)

This is an authoritative development of the management of personal finances. It examines every kind of personal financial problem with which the student is likely to be confronted. At the same time, it offers a working knowledge of broad economic and business fundamentals.

*Daily, 8:00 - 9:45 p.m., C306*

*Mr. Paul Mullare*

## S FN 58e—INVESTMENT PRINCIPLES AND ANALYSIS (3 credits)

A course designed to introduce the student to the subject of security investment. The investment process, investment risks, various investment media and the operations of the capital markets are discussed. Special emphasis is placed on the analysis of business cycles and corporate growth prospects. Individual and institutional portfolio management is stressed including the "timing" aspect of investment management.

*Daily, 8:00 - 9:45 p.m., C106*

*Mr. Luis Rodriguez*

## S FN 110e—INTERNATIONAL FINANCE (3 credits)

The course is an introduction to the nature and functioning of international financial systems with special emphasis on the theories and history of international finance. It is designed to acquaint the students with the mechanics of balance-of-payments accounting, the foreign exchange, instruments, the foreign exchange market and the international financial institutions. The approach of the course will be both descriptive and analytical in the survey of the past and present developments of international financial systems such as the European Payment Union, the Common Market, the International Monetary Fund, the World Bank, the General Agreements on Tariffs and Trade.

*Daily, 8:00 - 9:45 p.m., C304*

*Mr. Mya Maung*

## GEOLOGY AND GEOPHYSICS

JAMES W. SKEHAN, S.J., *Chairman*

Office—Devlin 202

## S GE 151-152 (251-252)—EARTH SCIENCE (6 credits)

This interdisciplinary approach to the study of the planet Earth will

combine many basic concepts and principles from the fields of astronomy, geology, geophysics, meteorology, oceanography, and physical geography. The subject matter format will follow that of the Earth Science Curriculum Project and will emphasize the processes of inquiry and problem solving. (This course may be taken for 3 credits for three weeks of participation if so desired)

*Daily, 8:30 a.m. - 12:30 p.m., D211*

*Mr. Arthur Latham*

S GE 188-288e—THE SEA, AIR, AND SKY (3 credits)

The oceans and atmosphere, constituting the fluid spheres of the earth, a planet of the solar system, offer interesting relationships to each other. For example, solar energy heats the earth unequally, causing winds which produce ocean currents and modify our climates. The physical laws of nature to be studied may include the revolutions of celestial bodies and the effects of the earth's rotation on water and air motions. The course will introduce two of the following three subjects, according to the preference of the class: oceanography, meteorology, and astronomy.

*Daily, 6:00 - 7:45 p.m. D211*

*Mr. Edward M. Brooks*

\*S GE 223 (224)—FIELD GEOPHYSICS (3 or 6 credits)

Application of seismic reflection and refraction methods to the study of subsurface structure and topography.

Prerequisite: Gp 132

*By arrangement*

*Mr. Richard J. Holt*

\*Course is given off-campus.

## GERMANIC STUDIES

HEINZ BLUHM, *Chairman*

Office—Carney 325

S GM 1e—ELEMENTARY GERMAN I (June 23-July 11) (3 credits)

*Laboratory required: Fee \$5.*

The course is designed to develop the basic language skills: reading ability, aural comprehension, written and oral self-expression.

*Daily, 7:00 - 9:35 p.m., L215*

*Mr. Gert Bruhn*

S GM 2e—ELEMENTARY GERMAN II (July 14-August 1) (3 credits)

*Laboratory required: Fee \$5.*

A continuation of German I.

*Daily, 7:00 - 9:35 p.m., L215*

*Mr. Gert Bruhn*

S GM 11e—INTERMEDIATE GERMAN I (June 23-July 11) (3 credits)

*Laboratory required: Fee \$5.*

The aim of this course is to increase passive and active command of the language through extensive reading, oral practice and composition.

*Daily, 7:00 - 9:35 p.m., L214*

*Mr. Christoph Eykman*

S GM 12e—INTERMEDIATE GERMAN II (July 14-August 1) (3 credits)

*Laboratory required: Fee \$5.*

A continuation of German II.

*Daily, 7:00 - 9:35 p.m., L214*

*Mr. Christoph Eykman*

## S GM 61e—INTENSIVE READING COURSE IN GERMAN

(June 23-August 1)

(3 credits)

A course designed to prepare students for the graduate reading examination in German.

*Daily, 7:00 - 9:00 p.m., C303*

*Mr. Robert Cahill*

## S GM 220—THE NIBELUNGENLIED

(3 credits)

A close study of the text, its literary and philological problems. Possible origins and development of the early stages (Brunhildsage, Burgundensage, Nordic antecedents: Atlilied, Sigurdlied), ältere Nibelungennot, Thidriks-sage. Authorship, literary concept, relationship to traditional Germanic epic and courtly romances.

*Conducted in German.*

*9:00 - 10:15 a.m., C307*

*Mr. Joseph Szöverffy*

## S GM 259—GERMAN NOVELLE IN THE NINETEENTH CENTURY

(3 credits)

Representative works of German writers after Goethe. Novelle and Märchen in German Romanticism. Post-Romantic works by Ludwig Tieck, Conrad Ferdinand Meyer, Gottfried Keller, Theodor Storm. Literary appreciation and stylistic development.

*Conducted in German.*

*10:20 - 11:35 a.m., C307*

*Mr. Joseph Szöverffy*

## HISTORY

THOMAS H. O'CONNOR, *Chairman*

Office—Carney 115

## S HS 1e—EUROPEAN CIVILIZATION: 1500 - 1815

(3 credits)

A survey of the history of Western Civilization from the Renaissance to the formation of the states of Italy and Germany.

*Daily, 6:00 - 7:45 p.m., C204*

*Miss Marie T. Callahan*

## S HS 2e—EUROPEAN CIVILIZATION: 1815 TO THE PRESENT (3 credits)

A survey of Modern European History from the rise of the modern national states to the aftermath of World War II.

*Daily, 8:00 - 9:45 p.m., C204*

*Mr. Andrejs Plakans*

## S HS 42—AMERICAN CIVILIZATION SINCE 1865

(3 credits)

A survey of the history of American civilization from the period of Reconstruction down to the present.

*Daily, 9:00 - 10:15 a.m., C202*

*Mr. David Culver*

## S HS 136—ENGLAND UNDER THE STUARTS

(3 credits)

Seventeenth Century England from the accession of James I in 1603 through the Civil Wars, the Restoration, and the Glorious Revolution.

*Daily, 9:00 - 10:15 a.m., C3*

*Miss Louise S. Moore*



## S Hs 146—THE EASTERN QUESTION IN EUROPEAN DIPLOMACY

(3 credits)

The role of the Balkan States in European diplomacy of the nineteenth century. This course will focus particular attention on the policies of England, France, Austria, and Russia in the wake of the Ottoman Empire.

Daily, 11:45 a.m. - 1:00 p.m., C203

Mr. Radu R. Florescu

## S Hs 157—RUSSIAN INTELLECTUAL HISTORY

(3 credits)

A historical study of the major ideas of the Russian intelligentsia from Radishchev to Khrushchev.

Daily, 10:20 - 11:35 a.m., C104

Mr. Raymond T. McNally

## S Hs 161—AMERICAN FOREIGN POLICY

(3 credits)

A study of the role of isolationism, mercantilism, neutrality, the Monroe Doctrine, expansionism, executive-legislative interaction, and imperialism in the determination of mid-twentieth century policy.

Daily, 9:00 - 10:15 a.m., C106

Sr. Grace Donovan

## S Hs 221—THE RENAISSANCE

(3 credits)

A study of political, economic, religious and cultural trends between 1300 and 1520. The emphasis is on developments in Italy, although there is a consideration of Trans-Alpine events and ideas as well.

A reading knowledge of Latin, Italian, and German is desirable, although not required.

9:00 - 10:15 a.m., C104

Mr. Samuel J. Miller

## S Hs 265—THE AMERICAN NATION: 1789-1850

(3 credits)

A study of major political developments in the United States from the Federalist Administration to the end of the Mexican War.

9:00 - 10:15 a.m., C6

Mr. John Schutz

## S Hs 284—THE URBANIZATION OF AMERICA

(3 credits)

A study of the concepts, process, growth, and problems of American Urban development.

10:20 - 11:35 a.m., C5

Mr. Allen M. Wakstein

## S Hs 373—GRADUATE SEMINAR: THE CIVIL WAR

(3 credits)

11:45 a.m. - 1:00 p.m., C304

Mr. Thomas H. O'Connor

## S Hs 391—THESIS SEMINAR

By arrangement

THE DEPARTMENT

## S Hs 393—READINGS AND RESEARCH

(3 credits)

By arrangement

THE DEPARTMENT

## S Hs 395—THESIS DIRECTION

(2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

## MARKETING

JOSEPH D. O'BRIEN, *Chairman*

Office—Fulton 210

## S MK 21—INTRODUCTION TO MARKETING MANAGEMENT (3 credits)

The fundamental principles and policies that guide the movement of both industrial and consumer goods and services are outlined and carefully analyzed. An analysis of consumer and seller motivation is also included in this course.

*Daily, 9:00 - 10:15 a.m., C304**Mr. Joseph Gartner*

## S MK 52—CONSUMER BEHAVIOR (3 credits)

This course is designed to integrate the best thinking of psychologists, sociologists, and anthropologists with respect to consumer behavior. Those variables from the behavioral sciences which affect consumer behavior will be studied in detail. Cultural, individual and group influences will also be examined.

*Daily, 10:20 - 11:35 a.m., C304**Mr. Joseph Gartner*

## S MK 54—COMMUNICATIONS AND PROMOTION (3 credits)

The common communication and promotion theories which would heretofore be discussed in courses in Personal Selling, Advertising, and Sales Promotion are combined in this course. Also included is the entire management system involved in a program of promotion.

*Daily, 10:20 - 11:35 a.m., F220**Mr. Joseph D. O'Brien*

## S MK 103—MARKETING RESEARCH (3 credits)

The fundamentals of scientific investigation in the solution of marketing problems are analyzed. In this problem-solving course the values of both qualitative and quantitative analyses are reviewed.

*Daily, 11:45 a.m. - 1:00 p.m., F220**Mr. Joseph D. O'Brien*

## MATHEMATICS

GERALD G. BILODEAU, *Chairman*

Office—Carney 317

## S MT 1—COLLEGE ALGEBRA AND TRIGONOMETRY (3 credits)

The essentials of College Algebra and Trigonometry.

*Daily, 9:00 - 10:15 a.m., L213**Mr. Joseph F. Krebs*

## S MT 2—ANALYTIC GEOMETRY (3 credits)

The essentials of Analytic Geometry.

*Daily, 10:20 - 11:35 a.m., L213**Mr. Richard Winslow*

## S MT 3e—COLLEGE MATHEMATICS I (CBA) (3 credits)

A brief treatment of the nature of logical reasoning and of its importance in mathematics; natural numbers; a development of the complex number system; a brief treatment of the algebra of sets; an analysis of the basic operations of algebra from the logical point of view.

*Daily, 6:00 - 7:45 p.m., C203**Mr. Archille Laferriere*

- S MT 4e—COLLEGE MATHEMATICS II (CBA) (3 credits)  
Analytic Geometry the line and conic sections. An introduction to calculus: functions and their graphs; limits, derivatives, anti-derivatives, and elementary applications of derivatives and anti-derivatives.  
Daily, 8:00 - 9:45 p.m., C203 Mr. Archille Laferriere
- S MT 9—FINITE MATHEMATICS (3 credits)  
Topics covered include elementary logic, sets, probability, and matrices.  
Daily, 11:45 a.m. - 1:00 p.m., L213 Mr. Paul T. Banks
- S MT 21—DIFFERENTIAL CALCULUS (June 23-July 11) (3 credits)  
Limits, derivatives, differentiation of algebraic and transcendental functions, physical and geometric applications, differentials and their uses, indeterminate forms.  
Prerequisite: Analytic Geometry  
Daily, 9:00 - 11:35 a.m., C308 Mr. Robert J. LeBlanc
- S MT 22—INTEGRAL CALCULUS (July 14-August 1) (3 credits)  
Integration of algebraic and transcendental functions, definite integral, use of definite integral for areas, volumes, etc.  
Prerequisite: Differential Calculus  
Daily, 9:00 - 11:35 a.m., C308 Mr. Robert J. LeBlanc
- S MT 131—LINEAR ALGEBRA (3 credits)  
Topics covered include vector spaces, linear transformation, matrices, determinants and bilinear forms.  
Daily, 10:20 - 11:35 a.m., C202 Mr. R. L. Faber
- S MT 132—DIFFERENTIAL EQUATIONS (3 credits)  
Solution of ordinary differential equations, applications of equations of the first and second order.  
Prerequisite: Calculus  
Daily, 10:20 - 11:35 a.m., C204 Mr. John P. Shanahan
- S MT 137—ADVANCED CALCULUS I (3 credits)  
Calculus of functions of several variables.  
Prerequisite: Calculus  
Daily, 9:00 - 10:15 a.m., L212 Mr. Nabil A. Khabbaz
- S MT 138—ADVANCED CALCULUS II (3 credits)  
A systematic treatment of sequences and series.  
Prerequisite: Calculus  
Daily, 11:45 a.m. - 1:00 p.m., L212 Mr. Nabil A. Khabbaz
- S MT 147—COMPUTER PROGRAMMING (3 credits)  
(Cf. Special Programs.) E9  
Laboratory fee \$25
- S MT 177—MODERN GEOMETRY (3 credits)  
This course consists of a careful treatment of modern geometries including some projective geometry. A background in Linear Algebra is necessary.  
Daily, 9:00 - 10:15 a.m., C103 Mr. Louis O. Kattsoff



- S MT 179—INTRODUCTION TO NUMBER THEORY (3 credits)  
 Topics covered include divisibility, congruences, quadratic residues, number theoretic functions, diophantine equations and distribution of primes.  
*Daily, 10:20 - 11:35 a.m., C103* Mr. Joseph A. Sullivan
- S MT 299—READING AND RESEARCH (3 or 6 credits)  
*By arrangement* THE DEPARTMENT
- S MT 301—THESIS SEMINAR (3 or 6 credits)  
*By arrangement* THE DEPARTMENT
- S MT 305—THESIS DIRECTION (2 points)  
 A two-point non-credit course.  
*By arrangement* THE DEPARTMENT

## MODERN LANGUAGES

NORMAND R. CARTIER, *Chairman* Office—Carney 334

## FRENCH

- S FR 1—ELEMENTARY FRENCH I (June 23-July 11) (3 credits)  
*Laboratory required: Fee \$5*  
 The course is designed to develop the basic language skills: reading ability, aural comprehension, written and oral self-expression.  
*Daily, 9:00 - 11:35 a.m., L302* Mr. James F. Flagg
- S FR 2—ELEMENTARY FRENCH II (July 14-August 1) (3 credits)  
*Laboratory required: Fee \$5*  
 A continuation of French I.  
*Daily, 9:00 - 11:35 a.m., L302* Mr. James F. Flagg
- S FR 11—INTERMEDIATE FRENCH I (June 23-July 11) (3 credits)  
*Laboratory required: Fee \$5*  
 The aim of this course is to increase passive and active command of the language through extensive reading, oral practice and composition.  
*Daily, 10:20 a.m. - 1:00 p.m., L315* Mr. Christian Taconet
- S FR 12—INTERMEDIATE FRENCH II (July 14- August 1) (3 credits)  
*Laboratory required: Fee \$5*  
 A continuation of French II.  
*Daily, 10:20 a.m. - 1:00 p.m., L315* Mr. Christian Taconet
- S FR 61—INTENSIVE READING COURSE IN FRENCH (3 credits)  
 A course designed to prepare students for graduate reading examinations in French. Some previous experience in the study of the language is highly desirable.  
*Daily, 11:45 a.m. - 1:45 p.m., L214* Mr. Charles A. Lemeland

## S FR 104—ADVANCED CONVERSATION (3 credits)

This course is designed to give advanced students and prospective teachers of French greater facility in the spoken language. Aural comprehension and fluency of expression will be developed through group discussion, taped interviews and laboratory work.

Daily, 9:00 - 10:15 a.m., L207

Mrs. Rebecca Valette

## S FR 224—POETRY OF THE FRENCH RENAISSANCE (3 credits)

Analysis of the works of Clément Marot, Maurice Scève, Louise Labé, Ronsard, Du Bellay, d'Aubigné and others, against the background of cultural influences and changing poetic theories.

Conducted in French

9:00 - 10:15 a.m., L209

Mr. Charles A. Lemeland

## S FR 242—VOLTAIRE (3 credits)

A study of the man who dominated eighteenth century France; his aesthetic preoccupations and the cultivation of literature as the art of expressing philosophical ideas. Reading will focus upon the *contes et romans*.

Conducted in French

10:20 - 11:45 a.m., L212

Mrs. Vera G. Lee

## S FR 256—STENDHAL AND FLAUBERT (3 credits)

The evolution of the realist novel in the nineteenth century, as it appears in the works of its outstanding exponents. *Beylisme* and *bovarisme* as romantic reactions against the prosaic environment of reality.

Conducted in French

11:45 a.m. - 1:00 p.m., C309

Mr. Norman Araujo

## SPANISH

## S SP 1—ELEMENTARY SPANISH I (June 23-July 11) (3 credits)

Laboratory required: Fee \$5

The course is designed to develop the basic language skills: reading ability, aural comprehension, written and oral self-expression.

Daily, 9:00 - 11:35 a.m., L211

Mr. Ernest A. Siciliano

## S SP 2—ELEMENTARY SPANISH II (July 14-August 1) (3 credits)

Laboratory required: Fee \$5

A continuation of Spanish I.

Daily, 9:00 - 11:35 a.m., L211

Mr. Ernest A. Siciliano

## S SP 11—INTERMEDIATE SPANISH I (June 23-July 11) (3 credits)

Laboratory required: Fee \$5

The aim of this course is to increase passive and active command of the language through extensive reading, oral practice and composition.

Daily, 10:20 a.m. - 1:00 p.m., L207

Mrs. Sylvia E. Lipp

## S SP 12—INTERMEDIATE SPANISH II (July 14-August 1) (3 credits)

Laboratory required: Fee \$5

A continuation of Spanish II.

Daily, 10:20 a.m. - 1:00 p.m., L207

Mrs. Sylvia E. Lipp

## S SP 71—MASTERPIECES OF THE NINETEENTH CENTURY (3 credits)

Extensive reading in great works of modern Spanish prose and poetry. Discussion of cultural material will develop the student's literary frame of reference and provide the means for analyzing aesthetic values and expressing abstract ideas correctly and accurately.

*Daily, 9:00 - 10:15 a.m., L204*

*Mr. Casper Morsello*

## S SP 230—SPANISH DRAMA OF THE GOLDEN AGE (3 credits)

Origins and development of the Spanish drama. Representative plays of Tirso de Molina, Lope de Vega, Ruiz de Alarcón and Calderón will be studied.

*Conducted in Spanish*

*10:45 - 12:00 noon, L204*

*Mr. Casper Morsello*

## S SP 258—SPANISH NOVEL OF THE NINETEENTH CENTURY (3 credits)

The course will focus upon realism and naturalism. Theory and practice in the works of Caballero, Pereda, Galdós, Valera, Pardo Bazán and Blasco Ibáñez.

*Conducted in Spanish*

*1:30 - 2:45 p.m., L204*

*Mr. Solomon Lipp*

## MODERN LANGUAGES

## S ML 179—MODERN EUROPEAN NOVEL (3 credits)

The course is designed to give the student a broad insight into the literary inter-relationships of the European novel from Romanticism onward. Typical authors considered are Kafka, Koestler, Zola, Goethe, France, Dostoevsky.

*Conducted in English*

*Daily, 9:00 - 10:15 a.m., L133*

*Mr. Vincent A. McCrossen*

## S ML 181—MODERN EUROPEAN DRAMA (3 credits)

The course is designed to give the student a broad insight into the literary inter-relationships of the European drama from Romanticism onward. Typical authors considered are: Schiller, Ibsen, Mayakovski, Anouilh, Brecht, Peguy.

*Conducted in English*

*Daily, 10:20 - 11:35 a.m., L133*

*Mr. Vincent A. McCrossen*

## S ML 192—TEACHING OF MODERN LANGUAGES (3 credits)

A study of the specific procedures in modern language teaching. Analysis of the relative advantages of the various methods in use today. Demonstration of the use of technical equipment in the language laboratory.

*Conducted in English*

*Daily, 10:20 - 11:35 a.m., L209*

*Mrs. Rebecca M. Valette*

## S ML 299—READING AND RESEARCH (3 credits)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman.

*By arrangement*

*THE DEPARTMENT*



## S ML 301—THESIS SEMINAR (3 credits)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

*By arrangement*

THE DEPARTMENT

## S ML 305—THESIS DIRECTION (2 points)

A non-credit course for students who need guidance beyond the thesis seminar for the completion of their thesis.

*By arrangement*

THE DEPARTMENT

## PHILOSOPHY

JOSEPH F. FLANAGAN, S.J., *Chairman*

Office—Carney 272

## S PL 1—INTRODUCTORY PHILOSOPHY (Logic &amp; Epistemology) (3 credits)

This course introduces the student to the science of correct reasoning and to various theories of knowing.

*Daily, 9:00 - 10:15 a.m., C102*

*Mr. William J. Haggerty, Jr.*

## S PL 21—METAPHYSICS (3 credits)

A study of contemporary and classical formulations of metaphysical systems which will attempt to establish the need for a metaphysical approach to philosophical problems. Finite man's knowledge of an Infinite God will also be considered.

*Daily, 10:20 - 11:35 a.m., C102*

*Mr. Stuart B. Martin*

## S PL 22—PHILOSOPHICAL ANTHROPOLOGY (Psychology) (3 credits)

This course considers the nature of man from the evidence of personal experience, science and the philosophical reflections of key figures in Western thought.

*Daily, 11:45 - 1:00 p.m., C102*

*Mr. Joseph L. Navickas*

## S PL 110—THE MEANING OF MORALITY (3 credits)

An investigation into the essence of morality and the moral destiny of man through an exploration of the works of Plato, Aristotle, Aquinas, Kant, Teilhard de Chardin and the Existentialists.

*Daily, 9:00 - 10:15 a.m., C206*

*Mr. Peter J. Kreeft*

## S PL 114—POLITICAL PHILOSOPHIES: Classical and Modern (3 credits)

An examination of selected texts of Locke and Hobbes in an effort to see how and why modern political thought is radically different from its classical counterpart.

*Daily, 10:20 - 11:35 a.m., S106*

*Mr. Brian J. Cudahy*

## S PL 215—THE DEATH OF EXISTENTIALISM (3 credits)

An analysis of the current state of phenomenology and existentialism, including an examination of Sartre's attacks on Soviet Marxism-Leninism and the Soviet responses.

*Daily, 9:00 - 10:15 a.m., C306*

*Mr. Thomas Blakeley*

## S PL 223—DIVINE IDEAS IN WESTERN THOUGHT (3 credits)

A detailed examination of the positions of Descartes, Malebranche and Leibniz in the light of their Greek, Arabian and Christian sources. Application, in turn, to contemporary discussions of the "Emperor God" motif and divine omnipotence.

Daily, 11:45 - 1:00 p.m., C3

Mr. Norman J. Wells

## S PL 240—TWENTIETH CENTURY LATIN AMERICAN PHILOSOPHY (3 credits)

Background and current trends in Latin American philosophy, including Bello, Varona, Deustra, Varela, Hostos, Korn, Farias Brito, Ingenioros, Freyre, Caso, Romero, Ramos and Frondizi, role of *el pensador* in Latin American society.

Daily, 10:20 - 11:35 a.m., C3

Mr. Donald A. Gallagher

S PL 299—READINGS AND RESEARCH (3 credits)  
By arrangement THE DEPARTMENTS PL 301—THESIS SEMINAR (3 credits)  
By arrangement THE DEPARTMENTS PL 305—THESIS DIRECTION (2 points)  
A 2-point non-credit course.  
By arrangement THE DEPARTMENT

## PHYSICS

FREDERICK E. WHITE, *Acting Chairman* Office—Higgins 355

S PH 1—GENERAL PHYSICS I (June 23-July 11)  
(without laboratory: 3 credits) (3, 4 credits)

The first semester of general college physics (non-calculus): Mechanics and Heat.

Daily, 9:00 - 10:15 a.m., 12:00 - 1:00 p.m. (lecture) H307

Daily, 10:20 - 11:50 a.m., (laboratory) H369

Laboratory fee \$25

Mr. Robert L. Becker

S PH 2—GENERAL PHYSICS II (July 14-August 1)  
(without laboratory: 3 credits) (3, 4 credits)

The second semester of general college physics (non-calculus): Light, Sound, and Electricity.

Daily, 9:00 - 10:15 a.m., 12:00 - 1:00 p.m. (lecture) H307

Daily, 10:20 - 11:50 a.m., (laboratory) H369

Laboratory fee \$25

Mr. Robert L. Becker

S PH 1e—GENERAL PHYSICS I (June 23-July 11)  
(without laboratory: 3 credits) (3, 4 credits)

The first semester of general college physics (non-calculus): Mechanics and Heat.

Daily, 6:00 - 7:15 p.m., 9:00 - 10:00 p.m. (lecture) H307

Daily, 7:20 - 8:50 p.m., (laboratory) H369

Laboratory fee \$25

Mr. Rein A. Uritam

## S PH 2e—GENERAL PHYSICS II (July 14-August 1)

*(without laboratory: 3 credits) (3, 4 credits)*

The second semester of general college physics (non-calculus): Light, Sound, and Electricity.

*Daily, 6:00 - 7:15 p.m., 9:00 - 10:00 p.m. (lecture) H307*

*Daily, 7:20 - 8:50 p.m., (laboratory) H369*

*Laboratory fee \$25*

*Mr. Robert F. Girvan*

## S PH 199/299—READINGS AND RESEARCH

*(3 credits)*

*By arrangement*

*THE DEPARTMENT*

## S PH 301—THESIS SEMINAR

*(3 credits)*

*By arrangement*

*THE DEPARTMENT*

## S PH 305—THESIS DIRECTION

*(2 points)*

A two-point non-credit course.

*By arrangement*

*THE DEPARTMENT*

## POLITICAL SCIENCE

DAVID LOWENTHAL, *Chairman*

Office—McGuinn 200

## S PO 105—THE POLITICS OF RACIAL EQUALITY

*(3 credits)*

A survey of the legal, political and social problems attending the American Negro's quest for equal opportunity, using court decisions, scholarly reports and controversial writings. Subjects include school segregation in north and south, housing, employment, the administration of justice, and Black separatism.

*Daily, 9:00 - 10:15 a.m., S413*

*Mr. David Manwaring*

## S PO 115—CIVIL LIBERTIES IN THE UNITED STATES

*(3 credits)*

Thorough examination of civil liberties problems through discussion of Supreme Court decisions and controversial writings. Subjects include church-state relations (e.g., religious liberty, aid to religious schools, religion in public schools), freedom of speech and press (e.g., communism, obscenity, academic freedom, demonstrations), and rights of criminal defendants.

*Daily, 10:20 - 11:35 a.m., S413*

*Mr. David Manwaring*

## S PO 123—EUROPEAN GOVERNMENTS

*(3 credits)*

A comparative analysis of democratic and communist regimes in Western and Eastern Europe.

*Daily, 9:00 - 10:15 a.m., S213*

*Mrs. Judith Agassi*

## S PO 144—THE POLITICS OF DEVELOPING NATIONS

*(3 credits)*

A study of the political problems faced by the countries of Africa, Asia, and Latin America in coping with the demands of social change, economic development, and international involvement.

*Daily, 9:00 - 10:15 a.m., S226*

*Mr. Pierre-Michel Fontaine*



## S PO 153—INTERNATIONAL POLITICS (3 credits)

An examination of the major causes of conflict and cooperation among nations, with special attention to current antagonisms, attempts at regional integration, and problems of American foreign policy.

*Daily, 10:20 - 11:35 a.m., S226*

*Mr. Pierre-Michel Fontaine*

## S PO 164—HIGHLIGHTS OF POLITICAL PHILOSOPHY (3 credits)

A few great political philosophies representing alternative views of human society are carefully examined. The selection will include ancient as well as modern works.

*Daily, 10:20 - 11:35 a.m., S213*

*Mrs. Judith Agassi*

## S PO 301—THESIS SEMINAR (3 credits)

*By arrangement*

*THE DEPARTMENT*

## S PO 303—READINGS AND RESEARCH (3 credits)

*By arrangement*

*THE DEPARTMENT*

## S PO 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

*By arrangement*

*THE DEPARTMENT*

## PRODUCTION

JUSTIN C. CRONIN, *Chairman*

Office—Fulton 214B

## S PR 21e—INTRODUCTION TO PRODUCTION MANAGEMENT (3 credits)

A basic course in production. Its aim is to relate traditional treatments of production with modern quantitative and behavioral research. It covers the central topics of production control, wage incentives, motion and time study, inventory control and organization.

*Daily, 6:00 - 7:45 p.m., C104*

*Mr. Jack Rosin*

## PSYCHOLOGY

JOHN M. VONFELSINGER, *Chairman*

Office—McGuinn 349

## S Ps 33—PSYCHOLOGY AS A SOCIAL SCIENCE (3 credits)

An introduction to the field, covering motivational dynamics and the development of personality; perception, cognition, and learning; physiological psychology, and social psychology.

*Daily, 9:00 - 10:15 a.m., S113*

*Teacher to be announced*

## S Ps 35—PSYCHOLOGICAL BASIS OF SOCIAL ISSUES (3 credits)

This course will attempt to supply basic psychological knowledge from all areas of the field, to the understanding of a selected social problem such as poverty, race relations, and group conflict.

*Daily, 10:20 - 11:35 a.m., L215*

*Teacher to be announced*

## S Ps 105-205—MENTAL HEALTH AND HUMAN POTENTIAL (3 credits)

An exploration of contemporary developments in existential and humanistic psychology relative to the maximization of individual potential.

*Daily, 10:20 - 11:35 a.m., S113*

*Mr. Edward N. Reynolds*

## S Ps 120-220—PERSONALITY AND SOCIAL DEVIANCY (3 credits)

A consideration of major forms of social deviancy including drug use, delinquency, violence as social protest, and their relations to personality development.

*Daily, 10:20 - 11:35 a.m., S108*

*Mr. John M. vonFelsinger*

## S Ps 123-223—CONTEMPORARY MEDIA AND TECHNOLOGY (3 credits)

The psychological basis and impact of mass media (i.e., radio and television) on changing technology on human behavior and social institutions.

*Daily, 11:45 - 1:00 p.m., S111*

*Mr. Stephen M. Friedman*

## S Ps 132-232—THE PSYCHOLOGY OF BLACK POWER (3 credits)

This course will develop a psychological interpretation of the Black Liberation movement, with particular emphasis on the importance of Humanist Psychology to an understanding of social revolution. Readings will include current Black Power literature as well as material relating to the social psychology of social movements and mental health.

*Daily, 11:45 - 1:00 p.m., S113*

*Mr. Edward N. Reynolds*

## S Ps 136—SOCIAL PSYCHOLOGY (3 credits)

A study of the individual and his social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives and social perception will also be emphasized.

*Daily, 10:20 - 11:35 a.m., S111*

*Mr. Stephen M. Friedman*

## S Ps 155-255\*—SEMINAR IN GROUP DYNAMICS (3 weeks—3 credits)

The basic format of the course will be a T-Group, that is, a Sensitivity Training Group. Readings in the theory of group dynamics and its application in industrial, educational and community settings will parallel the development of the group. Enrollment will be limited to 15 persons. At least one course in psychology or prior T-Group experience are pre-requisites. Permission of Dept. required.

*\*Daily, 3:30 - 6:00 p.m., July 1, 2, 3, 8, 9, 10, 15, 16, 17.*

Examination to be scheduled for regular Part I examination dates.

*S413*

*Mr. David Moment*

## S Ps 240—PSYCHODIAGNOSIS I PERSONALITY APPRAISAL (3 credits)

The application of psychodynamic theory of personality development in the clinical appraisal of the individual.

*Permission of instructor required.*

*Daily, 11:45 - 1:00 p.m., S108*

*Mr. John M. vonFelsinger*

## SOCIOLOGY

RITCHIE P. LOWRY, *Chairman*

McGuinn—417

## S Sc 31—INTRODUCTORY SOCIOLOGY (3 credits)

A survey of the field of sociology; including basic problems, concepts, and theories.

*Daily, 9:00 - 10:15 a.m., N231*

*Mr. Seymour Leventman*

## S SC 31E—INTRODUCTORY SOCIOLOGY (3 credits)

A survey of the field of sociology; including basic problems, concepts, and theories.

*Daily, 6:00 - 7:45 p.m., C106*

*Mr. Robert Williams*

## S SC 128—GENERAL SOCIAL PSYCHOLOGY (3 credits)

An introduction to the major theoretical schools: Gestalt, Reinforcement, Role, Psychoanalysis, and Field theory. Within each of these frameworks, special emphasis will be placed on empirical findings regarding socialization, intrapersonal influence, and processes in small groups.

*Daily, 10:20 - 11:35 a.m., N335*

*Mr. Michael Malec*

## S SC 132E—SOCIOLOGY OF CRIME AND JUVENILE DELINQUENCY (3 credits)

Criminal and delinquent behavior studied in the light of their characteristics, causes, and treatment, with special attention to changes in the organization of penal institutions, probation, and parole service.

*Daily, 8:00 - 9:45 p.m., C106*

*Mr. Robert Williams*

## S SC 152—COLLECTIVE BEHAVIOR (3 credits)

A study of elementary forms of collective action; including mobs, crowds, riots, and protest behavior. An analysis of the origins and nature of social movements and revolutionary processes.

*Daily, 9:00 - 10:15 a.m., N335*

*Mr. Michael Malec*

## S SC 163—INDUSTRIAL SOCIOLOGY (3 credits)

Analysis of the work situation, social roles in the industrial order, and problems of industrial organization and behavior. Industrialization in historical and contemporary perspective.

*Daily, 11:45 - 1:00 p.m., L208*

*Mr. F. William Howton*

## S SC 178—SOCIOLOGY OF COMPLEX ORGANIZATIONS (3 credits)

The origin, nature, and consequences of complex organizations in a variety of institutional areas of human life; including politics, education, science, business, labor, religion, and the military. The problem of effective leadership in the bureaucratic setting.

*Daily, 10:20 - 11:35 a.m., L208*

*Mr. F. William Howton*

## S SC 246—BLACK POWER IN AMERICAN SOCIETY (3 credits)

An analysis of the various forms and consequences of black power movements in contemporary American society.

*10:20 - 11:35 a.m., S227*

*Mr. Seymour Leventman*

## S SC 254—SOCIOLOGY OF EDUCATION (3 credits)

Education as a social process. Institutional structure of American education. The social roles of teachers, administrators, pupils. The group basis of education. Education and the community. (Also S ED 208 Education Department).

*9:00 - 10:15 a.m., S227*

*Mr. John Donovan*



S SC 271—SOCIOLOGY OF THE PROFESSIONS: THE TEACHER IN AMERICA  
(3 credits)

Analysis of the nature, role, and structure of professional life, using the teacher in America as a role for special examination.

11:45 - 1:00 p.m., S227

Mr. John Donovan

S SC 299—READING AND RESEARCH

(3 credits)

By arrangement

THE DEPARTMENT

S SC 301—THESIS SEMINAR

(3 credits)

By arrangement

THE DEPARTMENT

S SC 305—THESIS DIRECTION

(2 points)

By arrangement

THE DEPARTMENT

## THEOLOGY

REV. WILLIAM J. LEONARD, S.J., *Chairman*

Office—Carney 404

S TH 10—THE BIBLICAL IDEA OF MAN

(3 credits)

An investigation of the Old Testament, presenting the turning points of Israel's history, with special emphasis on three main currents of Hebrew thought: monotheism, morality, and messianism. The course concludes with an historical and theological study of the life and mystery of Christ as presented in the four Gospels.

Daily, 9:00 - 10:15 a.m., S106

Mr. Thomas E. Wangler

S TH 51—SACRAMENTAL THEOLOGY

(3 credits)

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual man with God, and requires, normally, union with Christ in the Church by means of the sacraments. This union, of life and worship, involves the theological questions of grace, the priesthood, and the liturgy, which will be emphasized in this course.

Daily, 10:20 - 11:35 a.m., C309

Rev. Felix Talbot, S.J.

S TH 112—STUDIES IN THE GOSPEL OF ST. JOHN

(3 credits)

An inquiry into several characteristic themes of the Fourth Gospel, with reference to other books of the Johannine canon.

Daily, 10:20 - 11:35 a.m., C106

Rev. Max Zerwick, S.J.

S TH 113—THE PSALMS AS CHRISTIAN PRAYER

(3 credits)

An analysis of individual psalms, presenting their original patterns and symbols and showing their validity in terms of modern man.

Daily, 9:00 - 10:15 a.m., S108

Rev. Luis Alonso-Schokel, S.J.

S TH 148—OLD TESTAMENT ESCHATOLOGY—THE PROBLEM OF HOPE

(3 credits)

Developments in Theology since the War have redirected attention to the concept of hope as a crucial category of religion. This course means to investigate certain important recent work in this area (Moltmann, Pannenberg, Benz, Bloch, et al.) and then to focus on the various Old Testament themes expressive of hope in Israelite religion.

Daily, 9:00 - 10:15 a.m., C5

Mr. William W. Doyle

## S TH 164—THEOLOGY OF THE DIVINE PRESENCE (3 credits)

An investigation into five areas: presence in general, the risen state of Christ, the divine presence in the Christian community, in the Eucharist, in Apostolic activity.

*Daily, 11:45 a.m. - 1:00 p.m., C5*

*Mr. Paul D. Felton*

## S TH 181—INTRODUCTION TO THE THEOLOGY OF KARL RAHNER AND BERNARD LONERGAN (3 credits)

This course will present a summary of the thought of two influential contemporary theologians, their similarities and differences, with an orientation to personal Christian life. Acquaintance with Latin and German will not be required, but a background in philosophy is advised.

*Daily, 11:45 a.m. - 1:00 p.m., C7*

*Rev. John Carmody, S.J.*

## S TH 192—LAW AND GRACE (3 credits)

This course will deal with the following topics: the moral teaching of the Bible; the relationship of Gospel and Law in Old and New Testaments; the Bible's moral teaching in tradition; Christian moral decision-making and the formation of Christian conscience; situation ethics.

*Daily, 10:20 - 11:35 a.m., C9*

*Rev. Arnold Hogan, S.J.*

## S TH 197—CHRISTIANITY AND WORLD RELIGIONS (3 credits)

This course will treat the present dialogue between Christianity and the great religions—particularly, Judaism, Islam, Hinduism, Buddhism, Chinese and Japanese religions—and also possibilities of agreement in solving problems of the modern world.

*Daily, 11:45 - 1:00 p.m., C103*

*Mr. Per Beskow*

## S ED 276—SEMINAR IN THE TEACHING OF RELIGION (3 credits)

A seminar designed to assist teachers in the teaching of religious education. Stress will be placed on new methods and materials.

*Daily, 9:00 - 10:15 a.m., C204*

*To be offered in conjunction with Education Department.*

*Sister Marion O'Connor, r.c.*

## S EN 188—THE REDISCOVERY OF THE MYTH (3 credits)

A study of the relationship between the mythopoetic and literary imaginations.

*Daily, 10:20 - 11:35 a.m., C203*

*To be offered in conjunction with English Department.*

*Mrs. Anne Craft*

SOPHIA UNIVERSITY, TOKYO: 1969 SUMMER SESSION IN  
ASIAN STUDIES

July 9—August 12, 1969

For the ninth consecutive year, from July 9 to August 12, Sophia University, 7,000-student Jesuit university in the heart of modern Tokyo, offers in English to high school graduates the following three-semester-hour undergraduate courses and conducts tours to important cultural and industrial sites in and around Tokyo.

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Modern History of the Far East  
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Art History of Japan  
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    Theater  
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TUITION: Basic course—\$500 includes tuition for two courses, tours in and around Tokyo, weekend trips to Nikko and Hakone, board and room from July 9 to August 12 in Sophia residence halls.

*Further information and Application Blanks:*

Sophia Summer Session  
P. O. Box 153  
New York, N.Y. 10017  
Tokyo, Japan

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Summer Session Office  
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